

**DEVELOPING INTERACTIVE LEARNING MULTIMEDIA
TO TEACH READING NARRATIVE TEXTS
FOR THE 8th GRADE STUDENTS OF SMPN 1 PURING**

A THESIS

Presented as Partial Fulfilment of the Requirement for the Attainment of a
Sarjana Pendidikan Degree in English Education



By:

Wiji Kurnia Asih

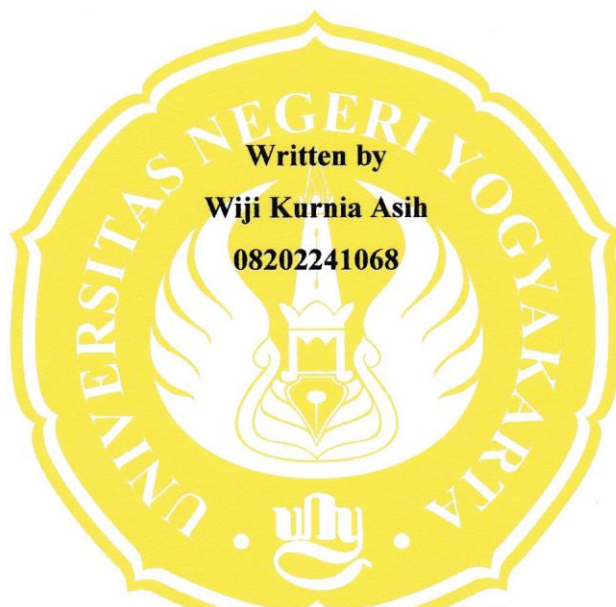
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**ENGLISH EDUCATION DEPARTMENT
FACULTY OF LANGUAGES AND ARTS
YOGYAKARTA STATE UNIVERSITY**

2013

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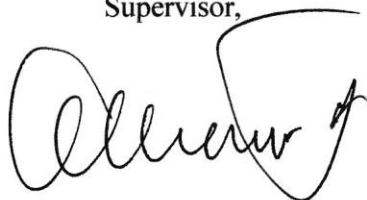


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DEVELOPING INTERACTIVE LEARNING MULTIMEDIA
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PERNYATAAN

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menyatakan bahwa karya ilmiah ini adalah hasil pekerjaan saya sendiri. Sepanjang pengetahuan saya, karya ilmiah ini tidak berisi materi yang ditulis oleh orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan etika penulisan karya ilmiah yang lazim.

Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Yogyakarta, 10 Oktober 2013

Penulis,



Wiji Kurnia Asih

MOTTOS

"The quality of reward depends on the quality of efforts."

-anonymous-

**Never put any limitation since you want to start something,
but if you have done, you know your limitation**

-Reza M. Syarief-

"Make a history in your life, not just a story"

-anonymous-

DEDICATIONS

*I dedicate this thesis to my family especially my
father and mother who give me full support
and love, my sister, my teachers from
kindergarten to college and all my beloved
friends.*

I love you all.

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Above all, I owe it all to Allah SWT for granting me health and strength to finish this thesis. Completion of my thesis was possible with the support from several people. I offer my sincerest gratitude to my supervisors, Dr. Margana, M.Hum., M.A. and Nur Hidayanto P.S.P., S.Pd., M.Pd. for their valuable guidance and advice I received throughout the research work. Moreover, I would like to give gratitude to Ella Wulandari, M.A. and Upi Rianantika, S. Kom. Both of them gave me some valuable suggestions to finish my thesis. I also want to thank Lusi Nurhayati, M.App.Ling. and all lecturers of English Language Education Department who have given me a lot of knowledge and insight in all these years of my study.

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Yogyakarta, 10 October 2013

The writer,



Wiji Kurnia Asih

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LIST OF ABBREVIATIONS

ADDIE	:	Analyze, Design, Develop, Implement, Evaluate
BSNP	:	<i>Badan Standar Nasional Pendidikan</i> (Bureau of National Education Standard)
CD	:	Compact Disk
EFL	:	English as Foreign Language
KTSP	:	<i>Kurikulum Tingkat Satuan Pendidikan</i>
LKS	:	<i>Lembar Kerja Siswa</i>
R&D	:	Research and Development
SKKD	:	<i>Standar Kompetensi dan Kompetensi Dasar</i> (Standard of Competence and Basic Competence)

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ABSTRACT

The aim of this research was (1) to find out the target needs and learning needs of the eighth grade students of SMPN 1 Puring, (2) to find out the appropriate design of reading interactive learning multimedia for the eighth grade students of SMPN 1 Puring.

The type of this research was Research and Development (R&D). The procedures were adapted from ADDIE Model proposed by Taylor. ADDIE stands for Analyse, Design, Develop, Implement and Evaluate. The subject of this research was the eighth grade students of SMPN 1 Puring. The data were collected through questionnaires (need analysis questionnaire and expert judgments).

The results of this research were (1) the target needs of the eighth grade students of SMPN 1 Puring were able read and understanding English texts and mastering the vocabulary, (2) their learning needs were learning materials of which the topics are related to narrative text, (3) the materials developed, reading interactive multimedia, were considered appropriate to be implemented to the students based on the result of the evaluation both from the content expert and the media expert. It was proved by the mean value of the results of the questionnaires obtained by both the evaluators was 4.25. Based on the Quantitative Data Conversion proposed by Sudijono (2003: 335), it was categorized very good. The other result of this research was the appropriate interactive learning multimedia should consist of three parts, Lead-in, Lesson Proper and Evaluation.

CHAPTER I INTRODUCTIONS

A. Background of the Study

English is one of the foreign languages which is taught from secondary school level to tertiary one. It is also tested in the National final Examination. Reading is one of the four language skills that are certainly examined in the examination. It plays significant roles for students as manifested in the Standard of Competency and Basic Competence of School Based Curriculum which states that students of Junior High School are expected to have some abilities in understanding some simple functional texts and short essays to interact with the environment.

In Junior High School, reading should receive a special focus in the teaching and learning process since it gives much contribution to the development of the productive skills such as speaking and writing. Mostly, students interact with texts during their test so they need a good reading skill in order to be able to pass the National final Examination.

However, students' reading ability was relatively poor. The language difference between English and their daily language made them difficult to understand the English texts. They still had a difficulty in finding the main idea of the text. Moreover, their vocabulary mastery was still low. That made them difficult to acquire knowledge and to gather information from the text.

The students of SMPN 1 Puring also had the same problem in the teaching learning process of reading. Most of them found it difficult to understand English

texts due to their limited background knowledge and low vocabulary mastery. The limited number of students' textbooks also made the situation worries. Moreover, the school did not provide supporting medium that was used to attract students' interest in learning.

Related to the use of media to achieve the goals of English teaching and learning process especially reading, interactive multimedia could be an alternative way that provided attractive and up-to-date materials. The present study was an attempt to develop the interactive multimedia for teaching reading narrative texts for the eighth grade students in SMPN 1 Puring.

B. Identification of the Problems

Teaching reading in a Junior high school sometimes is complicated. The goal of teaching reading is the students are expected to understand written English texts. Reading comprehension is badly required in order to ease them in getting information needed. In addition, the goal of teaching reading is also to prepare students for the National Final Examination whereas most of the questions are in the form of reading comprehension. In this part the writer lists some problems that occur in the process of English teaching and learning SMPN 1 Puring dealing with reading problems.

The teacher used textbooks and *Lembar Kerja Siswa (LKS)* in teaching and learning process. The textbook itself was categorized out-of-date. It was lent by the schools for the whole year so if the year was over, the book will be given back to the school. The students did not have the materials anymore. From this

problem, interesting and up-to-date materials were needed. The students also could have it for themselves without worrying they had to give it back to the school.

In the teaching learning process of reading, the teacher tended to be the centre of the students attention since he dominated the process by planning the lesson, giving explanation about the materials and helping the students by giving advice. There was no space for students to study independently. The teacher should give them a free hand to decide what kind of learning activity they wanted to have in the teaching and learning process. The activity also enabled them to take part freely. The teacher's role was monitoring students' activity.

The last problem deals with the medium used in the teaching and learning process. The school had a multimedia laboratory that was well facilitated. However, the teachers rarely used it to support their teaching and learning process except for the IT lesson. Actually, this laboratory could be used to present materials in teaching and learning English, especially reading. The LCD could be used to present the materials in a more interesting way. The computer laboratory was also used by students to learn English independently. The teacher could use software to enable students learn interactively autonomously.

In conclusion, the traditional method in teaching should be replaced by a new method that to be suitable for the students' condition. The school facility, such as the computer laboratory, should be used to improve the quality of the learning process. In order to motivate students to learn, the English learning materials that are inappropriate and unavailable should be developed.

C. Limitation of the Problems

In relation to the identification of the problem above related to the use of media to solve the problem in the teaching and learning reading, the benefit of using computer was a wise choice to develop an interactive learning multimedia of reading for the eighth grade students of SMPN 1 Puring. It could cover all of those problems in one perfect package.

D. Formulation of the Problems

Based on the limitation of the problems above, the problem in this study was formulated as follows.

1. What are the target needs and the learning needs of the eighth grade students of SMPN 1 Puring?
2. What is the appropriate design of reading English interactive learning multimedia for the eighth grade students of SMPN 1 Puring?

E. Objectives of the Study

In line with the formulation of the problem, the objectives of this study were as follows.

1. To find out the target needs and the learning needs of the students of SMPN 1 Puring.
2. To develop an interactive learning multimedia of reading English for the eighth grade students of SMPN 1 Puring.

F. Significance of the Study

The result of this study was expected to give contribution as follows.

1. For the researcher

The result of this study was expected to give her more knowledge and experience in developing effective media for teaching and learning English, especially for reading.

2. For the students of SMPN 1 Puring

The result of this study was expected to develop their reading activities with the strategy that will improve their reading skill so they will be more motivated in learning English.

3. For the teachers of SMPN 1 Puring

The result of this study was expected to provide them alternative media to teach English, especially in reading skill. It was also expected to inspire and motivate the teachers to be more creative and innovative in developing interesting and effective media to teach English.

4. For the other researchers

This result of this study was expected to be a reference in creating other strategy in other similar strategies of English especially in the field of media development.

CHAPTER II

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

This chapter presents detailed information of some theories underlying the study. It is divided into two parts, they are literature review and conceptual framework. The first part describes the theories that become the foundation of this study. The second part summarizes the framework and steps in developing interactive learning multimedia.

A. Literature Review

This part displays the theories related to reading, narrative text, interactive learning multimedia and multimedia models.

1. Reading

a. Definition of Reading

Reading is one of language skills besides listening, speaking and reading. There are some definitions of reading. Alderson (2000: 3) says that reading is to process text meaning through some process of interaction with print. The “reader” and the “text” are the two main variables involved in the reading process and the two of them are seen as interacting with each other. The interaction between the reader and the text ends up with the understanding of what the text means. It implies that in reading activity, there are process and product of reading. Process of reading means by the interaction between the reader and the text. In this process, the reader not only looking at the text, decoding the marks on the page, deciding the means of the marks, relating it to each other but also thinking about what they are reading and relating with the things they know. Meanwhile, the

product of reading is to understand/comprehend what the text is about. The final product of the same text will be different for different people. The reader's prior knowledge and purpose of reading affect the process of reading.

In line with that, Pang et al. (2003: 6) state that reading is about understanding written texts. It consists of two processes, word recognition and comprehension. Word recognition refers to the process of perceiving how written symbols correspond to one's spoken language. Comprehension is the process of making sense of words, sentences and connected text. Readers typically make use of background knowledge, vocabulary, grammatical knowledge, experience with text and other strategies to help them understand written text. It means that reading is a process that goes between the reader and the text, while the result is comprehension. The written symbols present letters, words, sentences, and paragraph to encode the meaning. The readers use their background knowledge to understand the meaning.

Reading is an activity in which readers respond to and make sense of a text being read connected to their prior knowledge (Spratt, Pulverness, and William, 2005: 21). It is one of the four language skills, they are reading, writing, listening, and speaking. It is a receptive skill, like listening, it involves responding to the text, rather than producing it. They also add that reading involves making sense of text because the readers need to connect the message of the text to their prior knowledge of the world. To do this we need to understand the language of the text at word level, sentence level and whole-text level. We also need to connect the message of the text to our prior knowledge of the world. To understand a

sentence, we need to understand what the letters are, how the letters join together to make words, what the words mean and the grammar of the words and the sentence. But we also make sense of this sentence by relating the text with our prior knowledge.

In addition, Anthony, Pearson, and Raphael in Farrel (2009: 20) define reading as the process of constructing meaning through dynamic interaction among the reader's prior knowledge, the information contained in the printed page, and the context of the text. It means that reading is not a passive activity, as it involves the reader in an active interaction with what is presented in the text in order to make sense of what is written. The process itself is dynamic because the comprehension of the same text may be different for different people based on their prior knowledge.

Based on the theories above, it can be concluded that reading is an active interaction that involves both process of interaction with written text and constructing meaning of the text through dynamic interaction among the reader's prior knowledge, the information contained in the printed page, and the context of the text.

b. Reading Processes

Carol's (1994: 62) in Hudson (2007: 34) finds some significant findings. One of them is related to the reading process. They are bottom-up and top-down processing. The bottom-up processing dominates both first and second language research theory. In bottom-up processing, readers must first recognize a multiplicity of linguistic signals (letters, morphemes, syllables, words, phrases,

grammatical cues, discourse marker) and use their linguistic data-processing mechanism to impose some sort of order on these signals. It emphasizes the written or printed text and proceeds from part to whole that result in meaning.

The top-down processing is that readers identify letters and words only to confirm their assumption about the meaning of the text. Harmer (2001: 201) states that in top-down processing, the reader gets general view of the reading passage by absorbing the overall picture. The reader uses their prior knowledge to make an assumption and identifies texts only to confirm the assumption. It is a process of bringing meaning to print not extracting meaning from print. It proceeds from whole to part to confirm the meaning. The reader comprehends the text not from word to word meaning but it develops meaning.

The combination of top-down and bottom up processing is called interactive processing. It attempts to take into account the strong points of bottom-up and top-down processing. Interactive processing is one which uses print as input and has meaning as output. The reader provides input, too, and the reader, interacting with the text, is selective in using just as little of the cues from the text as necessary to construct meaning (Goodman (1981)) in Brown (2001: 299). In other words, interactive processing is the appropriate processing to be applied in the reading process because the reading activity is a combination of bottom-up and top-down processing.

c. Sub-skills for Reading

Reading is one of the English skills. It has some parts called Sub-skills or micro skills. According to Spratt et al (2005: 22) the reasons for reading

influences how to read i.e. which reading subskill is used. There are five Sub-skills, they are presented as follows.

- 1) Reading for specific purposes or scanning is reading a text just to find a specific pieces of information in it.
- 2) Reading for gist or skimming is reading quickly through a text to get a general idea of what it is about.
- 3) Reading for detail is reading by getting the meaning out of every word.
- 4) Extensive reading is reading long pieces of text, for example a story or an article. You may read some parts of the text in detail while skimming through others.
- 5) Intensive reading is reading to look for further information in a text related to a particular topic.

Reading comprehension is primarily a matter of developing appropriate, efficient comprehension strategies. Brown (2004: 306-310) proposed some strategies for reading comprehension that can be applied in the classroom as follows.

- 1) Identify the purpose of reading

Reading is an activity with purpose, so the teacher has to make sure that the purpose is in. The students will know what they are looking for and can weed out potential; distracting information. Efficient reading consists of clearly identifying the purpose in reading (Brown, 2004: 306)

2) Skim the text for the main idea

Skimming is running the eyes across the whole text for its gist. It gives the reader the advantages to predict the purpose of the text, main idea, or some supporting details. This activity can be done by asking the students to read the whole passage and ask them when the passage is about.

3) Scan the text for specific information

Scanning is quick searching for particular information in a text. The purpose of its activity is looking for specific information without reading the whole passage. Students are asked to search names or dates, to find a definition or to list a certain number of supporting details.

4) Guess when you are not certain

The students can use guessing to their advantage to guess the meaning and the content message.

5) Analyze vocabulary

One way for students to make guessing pay off when they do not immediately recognize the words is to analyze the term of what they know about it. Several techniques are used, such as looking for prefixes that may give clues, looking for suffixes that may indicate what part of speech it is, looking for roots that are familiar, looking for grammatical context that may signal information, and looking at the semantic context for clues.

d. Teaching Reading for Junior High School Students

KTSP (*Kurikulum Tingkat Satuan Pendidikan*) is a curriculum which is developed based to the context and potential of each school. It means that the

schools are given autonomy to have their own teaching and learning processes based on their own needs, potential, and students' characteristics. The governments remain the control the basic principle of learning that is stated in the standard competence and the basic of competence of each skills of English subject in junior high school. The curriculum states that the scope of English subject in junior high school includes the discourse competence, competence and supporting competence. Discourse competence is the ability to comprehend and produce spoken or written text that is realized in the macro skill of English; listening, speaking, reading and writing. The second competence is the ability to comprehend and create various short functional texts, monolog and essay in the form of procedure, descriptive, recount, narrative, dan report that supported by the use of vocabulary, grammar, and the generic structure. The supporting competence consists of linguistics competence (grammar, vocabulary, phonetic, morphology), socio cultural competence (the appropriateness), strategic competence (problem solving in communication) and discourse marker competence (*Departemen Pendidikan Nasional*).

Moreover, the standard of competency of reading for the eighth grade students in the second semester of junior high school is "Understanding the meaning of functional texts and simple essay in the form of recount and narrative texts in the context of daily life", while the basic competence are "respond to the meaning and rhetorical step in a simple short essay accurately in the form of recount and narrative texts in the context of daily life." and "respond to the simple short functional texts accurately, fluently and appropriately in the form of

recount and narrative texts in the context of daily life.” (*Departemen Pendidikan Nasional*: 287).

e. The needs analysis for Junior High School

Burden and Byrd (1990) explains that a the needs analysis tries to identify the students’ aptitudes, aspirations, backgrounds, problems, and the level of learning that have been reached by the students. A needs analysis will help the teacher to make a number of planning and decision, to group students, to decide strategies and learning materials, and to captivate students’ strength and motivation. Richard (2001: 54) explains the meaning of the needs analysis as the difference between what the students can presently do in a language or she should be able to do it.

In the more specific way, Hutchinson and Waters (1982: 55-63) classify the needs into target needs and learning needs. Target needs include necessity, lack and want. Target needs refer to what the learner needs to do in the target situation. They are used to gain sufficient data and to develop the materials. The first target need is necessity. Necessity is a type of needs determined by the demand of the target situation; that is what the students have to know in order to function effectively in the target situation. The second target need is lack. Hutchinson and Waters point out that it is important to know what the students lack in. The students’ lack refers to the gap between the target of the proficiency and the existing proficiency of the students. The third target need is want. It is defined as what the students want to know and learn about the subject.

The students may have a clear idea of the necessities of the target needs and of their lacks. They also have a view to to what they want or what they need.

2. Narrative texts

A narrative text is one of the popular texts because it is one of the commonly read or used by people in their environment, such as a story or a tale story. It tells a story, and in doing so, entertains the audience. Other than providing entertainment, the purpose of the narrative text is to make the audience think about an issue, teach them a lesson, or excite their emotions. Some examples of narrative text include myths, fairytales, science fictions, historical fictions, romance novels and legends.

The grammatical feature that are commonly used in the narrative text include three categories. First is using vocabulary that is relevant to the subject matter. Second is using past tense with the relational verbs and action verbs, active and passive forms, and direct/indirect speech to give specific information in clause. Third is using adjectives to give specific information on characteristics and appearances of the characters in the story. Besides, conjunctions or transitions are important aspect in narrative because without transitions, the readers often get lost of the story. Transitions that are commonly used in a narrative text indicate the passage of time, e.g. then, next, a week later, once upon a time, meantime, when and meanwhile.

The steps of constructing a narrative text are (1) an orientation in which the narrator tells the audience about who is in the story, when the story is taking place, and where the action is happening, (2) a complication that sets off a chain

of certain events that influences what will happen in the story, (3) a sequences of events where the character solve the problem created in the complication, and (4) a coda that provides a comments or moral values based on what has been learned from the story.

3. Interactive Learning Multimedia

a. Definition of Interactive Multimedia

Interactive multimedia can be defined in many views. Vaughan (2008) defines multimedia as a united mixture of digitally manipulated texts, photographs, graphics, arts, sounds, animations, and video elements. When those elements are organized into a multimedia presentation that allows the students to direct what and when the elements are delivered, then it is categorized as interactive multimedia. In other words, the mixture of seeing texts, hearing sounds, watching videos and animation, and creating graphics and arts is presented in a complete package called multimedia. It presents an alternative way to explaining the materials through many senses: visual, audio and kinesthetic. Multimedia gives a chance to learn interactively and to get the appropriate feedback from the data they inputted.

Lohr and Gall in Spector et al. (2008: 86) define interactive learning multimedia as the use of more than one form of media such as texts, visuals, videos, animations, and audios in a way which a user has a great deal of control over the choice of progress of the program. The user has a control to lead the learning process as they choice.

The term “multimedia” is sometimes defined as content presentation using combination of media (sound, images, animation, video and text). The presentation involves the use of face-to-face teaching, video recorder and a slide show. There is an element of “interactivity” presents. Allow an individual to control the pace of presentation and to make a choice about which pathways are followed to move through the content, and the ability of the system to accept input from the user and provide appropriate feedback to that input. (Mishra & Sharma, 2004: 26)

In line with the above definition, Richard and Schmidt (2002:265) add that a multimedia presentation can be categorized interactive when they involve a question on the computer, a response from the students and a feedback from the computer telling the students whether the answer is correct. Moreover, Morton et al. in Zhang (2008: 221) tells that interactive multimedia provides learners with opportunities to receive comprehensible input and feedback. Interactive learning multimedia provides the users to learn by their own. They input the data to a question and then the computer will give a feedback as the respond of the data whether it is correct or incorrect.

In addition, Clark and Mayer (2008:56) state that multimedia presentation refers to any presentation that contains both words and graphics. The word itself can be in the form of printed texts and spoken texts while the graphic can be in the form of static illustrations such as drawing, charts, graphs, maps or photos and dynamic graphics such as animations or videos. Multimedia presentation can encourage the learners to engage in active learning by mentally representing the

material in words and in pictures and by mentally making connection between the pictorial and verbal presentation

Considering the definition above, it can be concluded that interactive multimedia in learning context is the combination of well-arranged audio and visual media in the form of texts, graphics, animations, sounds and videos to present the learning materials that provide learners with opportunities to promote meaningful learning then receive comprehensible input and feedback.

b. The Advantages of Interactive Multimedia

The use of interactive multimedia in the teaching and learning process gives the teachers and students a number of advantages. Interactive multimedia is close to the use of computers as the centre of the used media. Lee and Owens (2004:123-124) state that one of the strengths of multimedia is the capacity for interaction. The amount of exciting work can be done through multimedia. Multimedia interaction should be frequent and produce students' involvement. There are clear instructions and questions contain only one correct response. Most questions are a variation of text entry, clicking on an object, multiple choices, or matching. They permit one or two tries before the user is given the correct answer and allowed to move on.

Wolfgram (1994 in Mohler. 2001: 294) states that people only remember 15 percent of what they hear and 25 percent of what they see, but remember 60 percent of what they interact with. Interactive multimedia is an effective and appropriate as the learning tools. Learners will enjoy learning using computers

and they are motivated to learn. By using it as a learning tool, learners can interact with them because it provides audio-visual stimuli.

Interactive multimedia offers motivation, flexibility, development of creative thinking and critical thinking skills. According to Wang (2004), when language learners have desirable and real communication factors, they can develop their language skills in the classroom. Interactive multimedia has the potential to create a high quality of learning environments which actively engage the learners. Using computers and every kinds of technological equipment gives students the sense of freedom and encouragement. With the help of technology students can be active, motivated and involved in language learning process. High quality of authentic materials and low price can be other advantages of technology and increase the popularity of distance education.

Jonassen (2000: 37) discusses that technology in the EFL classroom encourages not only the students but the teacher in a positive way. The following is some advantages that can be gained by utilising multimedia in the modern smart classroom.

- 1) Reducing learning time: reduce training time up to 60% over traditional classroom methods.
- 2) Reducing cost: use the same program for more students will reduce the cost per students.
- 3) Instructional consistency and fairness: technology based interactive instruction is consistent and reliable.
- 4) Increasing motivation: highly motivating to learners.

- 5) Learning interactively: learners have more responsibility and better control over their learning
- 6) Privacy/accommodates individual learning styles: The freedom to ask questions repeatedly without embarrassment and the involvement of each individual learner motivates them and reduces the potential for distraction.
- 7) Flexibility: choosing what and how much information we want and when we want it.

In conclusion, the advantages of using interactive multimedia are supporting interactive learning by presenting text, image, sound, video, and animation, reducing learning time, flexibility (potential for anytime and anyplace), increasing students' motivation in learning, and accommodating individual learning style.

c. The Elements of Interactive Multimedia

Multimedia combines five basic elements of multimedia into the learning environment: text, video, sound, graphics and animation, thus providing a powerful new tool for education.

1) Text

Text has the most impact on the quality of the multimedia interaction. It provides important information. Vaughan (2008: 5) states that even a single word can cover a single meaning. Text can be presented in a graphic multimedia system and can have a powerful effect. Text in multimedia can be combined together with other elements such as pictures, animations and sounds to present certain

information in interactive way. The purpose of using texts in multimedia is to reinforce information which is delivered. Munir (2013) states that texts used in multimedia should use the appropriate typeface and font, consistent the choice of font and concept, and clear font style and color.

2) Graphic

Graphics are any images or information in the computer that are presented via pictures. They are the most commonly used elements in multimedia. Mayer in Spector et al. (2008: 91) says that the use of colors, text tunes, patterns, and animations enrich a multimedia presentation. It provides the most creative possibilities for a learning session. They can be photographs, drawings, graphs from a spreadsheet, pictures from CD-ROM, or something pulled from the Internet. The forms of graphics are various such as symbols, maps, graphs, diagrams, illustrations, models and photographs.

There are some considerations in using graphic in interactive multimedia (Lee and Owens: 2004-127). They are as follow.

- a) Graphics should not detract from textual information.
- b) Graphics should be similar in size and placement, and any text that is included as call-outs must be readable.
- c) Clarity and readability should not be dependent on color variations. There should not be more than four colors on a screen, and the entire course should use a palette of not more than seven colors.
- d) The color use on screens should be consistent.

e) Manage color contrast appropriately: no red on black or blue on orange, and for most audiences minimal use of “hot” colors is best.

The graphic design standards include file type, file size, file-naming convention, and color range. Graphics should have a clear benefit to the presentation of the content and hold simplicity of design as their overall characteristic.

3) Animation

Animations are displayed to create an illusion of movements. Mishra (2003: 49) defines animations as a simulation of movement created by displaying a series of pictures or frames. They are primarily used to present an idea or concept. They are also good for capturing users’ attention.

Weiss, Knowlton and Morrison (2002:467-468) proposed five functions of animation in interactive multimedia. Animation is used to make instruction attractive to learner (cosmetic function), to gain the attention of learners at the beginning of and to signal salient points such as switching topics (attention gaining function), to motivate the students when an incorrect answer is given (motivation function), to provide a concrete reference and a visual context for ideas (presentation function), and to provide a conceptual understanding without providing new information through visual (clarification function).

4) Sound

Generally, sounds are divided into two types. Those are content and ambient sounds. (Bhatghagar et al., 2001: 14). Content sounds provide information that can be auditory or audio soundtrack used in presentations. It can

be in the form of narration about an animation that is playing on the screen, testimonials in the form of auditory or video sound tracks used in presentations, voice-overs that are used for short instructions, music that may be used to communicate.

Ambient sounds consist of back sounds and sound effects. The back sounds give relaxed atmosphere and set the mood of the audience. Sound effects function to add effect of presentation. Sounds are proven to be able to support students learning as well as to add enthusiasm and motivation in the program (Ivers & Baron. 2002: 96). Sound used creatively, becomes a stimulus to the imagination; used inappropriately it becomes a hindrance or an annoyance.

5) Video

Videos can perceive texts, images, animations, and sounds all together. They can deliver information more effective than any other elements in interactive multimedia. Fahy in Mishra & Sharmes (2005: 3) states that videos can be used to show actions and processes and to illustrate events that users cannot see directly or clearly in real times.

Video should be used as an aid and support the text, graphic, and audio presentation. The length of the video should not distract the content of the presentation. A short length segments that plays as a supporting role is the best.

d. Criteria of Interactive multimedia

Mayer (2005: 6) states seven basic principles in designing interactive multimedia. They are as follows.

1) Multimedia principle

Students learn better from combination of words and graphics than from words alone.

2) Split-attention principle

Students learn better when the corresponding words and graphics are placed closely to one another than separately.

3) Modality principle

Students learn better from graphics and narration than graphics and printed text.

4) Redundancy principle

Students learn better when the same information is not presented in more than one format.

5) Segmenting, pretraining, and modality principles

Students learn better when a multimedia message is presented in learned-paced segments rather than as a continuous unit, students know the names and characteristics of the main concepts, and the words are spoken rather than written.

6) Coherence, signaling, spatial contiguity, temporal contiguity, and redundancy principles

Students learn better when extraneous material is excluded rather than included, when cues are added that highlight the organization of the essential material, when corresponding words and pictures are presented near rather than far from each other on the screen or page or in time, and people learn

better from graphics and narration than from graphics, narration, and on-screen text.

7) Personalization, voice, and image principles

Students learn better when the words of a multimedia presentation are in conversational style rather than formal style and when the words are spoken in a standard-accented human voice rather than a machine voice or foreign-accented human voice; but people do not necessarily learn better when the speaker's image is on the screen

In addition, Bates and Poole (2003: 61) add some categories of well-designed interactive multimedia as follows.

- 1) Enabling learners to come to understanding more quickly than through conventional verbal/textual media.
- 2) Helping learners have an image construction that is far richer than as abstract verbal understanding.
- 3) Helping learners develop and practice skills.
- 4) Enabling learners to move from concrete and specific examples to more general abstractions.

Lohr and Gall in Spector et al. (2008: 90) design principles of a good interactive multimedia. They are:

- 1) using words and picture rather than words alone,
- 2) placing words and visual close together,
- 3) simultaneously presenting words, pictures, and sounds,

- 4) using animations and narrations rather than animations and on-screen text or animation, on-screen text, and narrations, and
- 5) using visuals for low knowledge and high spatial learners.

In conclusion, from the principles above. They have some similarities in creating interactive learning multimedia. They are using elements in multimedia to present the materials to make the students learn better by combining more than one media to present the materials.

e. Interactive Multimedia in The Teaching and Learning Process

Philip (1997) states the term interactive multimedia is a new innovation of computer software that primarily deals with the provision of information. Teachers primarily require access to learning resources, which can support concept development by learners in a variety of ways to meet individual learning needs. The development of multimedia technologies for learning offers new ways in which learning can take place in schools and the home. Enabling teachers to have access to multimedia learning resources, which support constructive concept development, allows the teacher to focus more on being a facilitator of learning while working with individual students. Extending the use of multimedia learning resources to the home represents an educational opportunity with the potential to improve student learning.

Mayora (2006: 16) says that using interactive multimedia in the classroom:

- 1) allows students to work individually at a computer station, at their own pace and according to their own needs,
- 2) helps the teacher to deal more effectively with a large group of students,

- 3) makes the introduction and presentation of content more dynamic and attractive for students,
- 4) increases students motivation due to the interactive nature of the activities,
- 5) trains students to self-monitor and self-access their progress in which promotes autonomous learning,
- 6) promotes a task-based approach to learning,
- 7) allows the students to experience real-life and communicatively meaningful language situation and contexts, and
- 8) introduce a variety of print, audio, and usual materials that match different students learning style and preference.

In conclusion, there are two roles of interactive learning multimedia in the teaching and learning process. They are interactive learning multimedia as a tool and as a tutor. Interactive learning multimedia as a tool is that it is used by the teacher to present the materials and by the students to understand the materials and do the exercises. Meanwhile as a tutor is that it presents the materials to the students and guides them step by step to learn.

f. The Role of the Teacher for Implementing Interactive Multimedia

The traditional teaching model, the teacher holds on the knowledge base and delivers the knowledge base directly to the students as shown in the picture below. The teacher is the source of all knowledge.

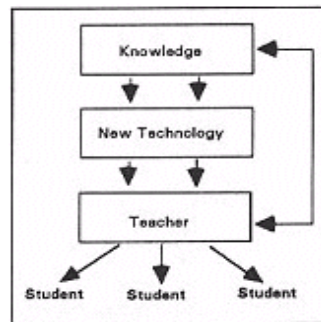


Figure 2.1. Traditional role of the teacher

With this change in role, the teacher becomes a true facilitator, a manager of the learning process rather than the source of all knowledge. The teacher still remains in control but steps to one side to allow the students a more direct access to knowledge (as shown in the picture below), with the teacher facilitating and organizing the learning process.

Chee, Angela, and Hung (2003: 34) state that in the teaching and learning process with technology, teacher's role is divided into three stages; they are presenter, facilitator and designer. The teacher as a presenter is a most common role. He stands in front of the class explaining the materials, presenting information and giving instructions. The teacher as a facilitator means that the teacher facilitates students in teaching learning process and prompts them to work in a group or individually in which the students are working independently on the computer. While the teacher as a designer is defining learning objective and appropriate materials and design based on the principle and developing activity that will promote higher order of thinking. In line with that theory, Khoo (1994) states that there are two teacher's roles, they are teacher as a presenter and as a facilitator. The teacher as a presenter is more like traditional teaching model

meanwhile teacher as a facilitator gives the students more space to express their own learning style though it still remains in control.

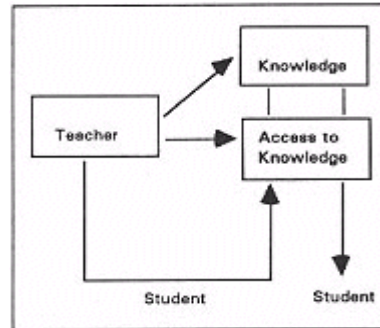


Figure 2.2. Desirable new teaching model

This can be achieved because the state of the art of interactive multimedia has opened up new possibilities of knowledge engineering and knowledge linkage. The layers of information can be made intuitively available to the learners, without the learners having to understand the complexity of knowledge engineering and linkages that went behind its creation.

4. Multimedia Models

A model of an instructional design is required to develop the interactive learning multimedia systematically. Here are some models proposed by some multimedia experts in order to help creativity and increase the possibility of the instructional developer to produce a good interactive learning multimedia.

a. ADDIE model

The first instructional design is proposed by Taylor (2004). ADDIE stands for Analyze, Design, Develop, Implement, and Evaluation. The procedure is explained as follows.

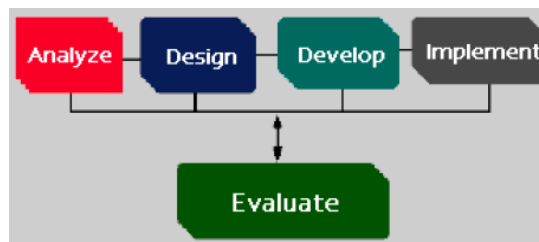


Figure 2.3. ADDIE model

a. Analyze

This is the phase when the problem is identified. The purpose of this phase is to determine what the developer must know and do in this study. In this phase, the needs analysis is conducted.

b. Design

After the information is collected, the next phase is to expand the goal determined during the analyze phase. The purpose is to define the information from which the instruction is developed. In this phase, the developer selects topic, defines objectives, designs course grid, and designs flowchart and storyboard.

c. Develop

During this phase, the method of instruction including all media which will be used are chosen. The developer develops the materials into interactive learning multimedia. Validating and revising the product are also included in this phase.

d. Implement

Implementation is the actual material presents to the students. After the product is revised, it will be tried out to the students. The data during and after the learning process are collected.

e. Evaluate

The final phase of ADDIE model measures the efficiency, effectiveness, value and worth of the instruction. Evaluation also must occur during the instructional design process, as well as following the implementation phase. A formative evaluation takes place between each phase and a summative evaluation measures the overall effectiveness of the instruction. The formative evaluation allows the instruction to be improved before the final version is implemented. The summative evaluation measure the draft after discussing and revising to produce the final product that is interactive learning multimedia.

The ADDIE model enables the developer to understand the phase easier because it was divided into five phases whichever every phases has some clear activities. This characteristic of this model is the developer makes an evaluation not only in the end of the phase but also in every phases starting from analyze phase. Formative and summative evaluation are needed to revise the draft into the final product.

b. Hannafin Peck Model

This model is different from the previous one. It is simples because it uses a three phase approach: Need Assess, Design and Development/ Implement. The first phase, need assessment is conducted. It defines the goals and objectives of the program. This is followed by the design phase. The design of the program is based on the findings in the first phase. In the last phase, the development and implementation was performed. The development part involves how the program will be undertaken while the implementation part is the actual running of the

program. All phases include a process of evaluation. Evaluation and revision is a continual process.

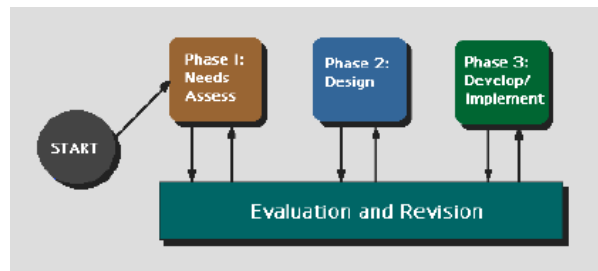


Figure 2.4. Hannafin Peck Design Model

c. Lee and Owen Model

The last model is proposed by Lee and Owens (2004) to develop the interactive multimedia. There are five steps; Need assessments and analysis, design, development, evaluation and implementation. The procedure is explained as follows.

1) Need assessments and analysis

In this phase, the objectives of this study are decided. Then the developer analyses the audience, the standard competence and basic competence in the curriculum, the technology will be used to develop the product and the media will be used to deliver the product.

2) Design

Materials related to this study are developed. The developers also classify the material presentation. The next step is making flowchart and storyboard.

3) Development

The materials used are collected. The software and other supporting programs are used to integrate the materials into the program. The result of this stage is called as the first product.

4) Evaluation

The first product is evaluated by the content expert and media expert through questionnaire. The purpose is to create the second product.

5) Implementation

The second product that is evaluated by the experts is implemented by doing try out. Evaluation and revision are used to create the final product.

d. Allesi and Trolip Model

The last design is proposed by Allesi and Trolip (2001: 408). There are eighth steps for developing an interactive learning multimedia. They are:

1) Defining the purpose

Stating the purpose or goal of a simple lesson which includes what the students should know and be able to do after using the lesson.

2) Collecting resource of the materials

Including gathering materials dealing with subject matter, with instructional development and instructional delivery system.

3) Generating ideas for the lesson

Suggesting procedures for encouraging creative ideas of the developing process.

4) Organizing the idea for the lesson

Eliminating the worst ideas and then beginning to order, detail, and refine the ideas that are good.

5) Producing lesson displays on paper

Including drafting the actual instructional messages as the students will see them, such as information, presentation, question, feedback, direction and prompt.

6) Flowcharting the lesson

Describing in detail what operations a computer should be performed and in what order it should perform them.

7) Programming the lesson

Including the process of translating a series of instructions understandable for the computer.

8) Evaluating the quality and effectiveness of the lesson

Dealing with the evaluation of the lesson with an eye towards how well the lesson looks and how well it works.

In this study, the researcher decided to adapt ADDIE model to develop interactive learning multimedia for teaching reading to the eight grade students of SMPN 1 Puring.

B. Conceptual Framework

The main purpose of this study is to develop an appropriate reading interactive learning multimedia for the eighth grade students of SMPN 1 Puring. The reasons to conduct the study were there was no appropriate reading materials that are suitable for the students' condition. The source of the materials were only from textbook that are lent by the school. The learning process was still teacher center and there was no space for the students to study independently. Therefore, in the middle of the lesson, the students were bored and sleepy. They needed something new that is interesting and motivating.

Interactive learning multimedia is the combination of well-arranged audio and visual media in the form of text, graphic, animation, sound and video to present the learning materials. It provide the students with opportunities to promote meaningful learning then receive comprehensible input and feedback. beside motivating the students to learn better, the advantages of the interactive learning multimedia are reducing learning time, reducing the cost of the materials used, and providing the students to learn independently everywhere and every time.

There were two roles of interactive learning multimedia in teaching learning process. They were interactive learning multimedia as a tool and a tutor. The role as a tool was the interactive learning multimedia is used to present the materials and do the exercise for the student. Meanwhile, as a tutor, it guided the students to learn step by step.

In developing interactive learning multimedia, the researcher adapted ADDIE model proposed by Taylor (2004). ADDIE stands for Analyze, Design, Develop, Implement, and Evaluate. The product of this study is the final product of reading interactive multimedia for the eighth grade students of SMPN 1 Puring.

CHAPTER III

RESEARCH METHODS

This chapter describes type of study, setting of the study, population and sample, instruments of the study, research procedure, data collection technique and data analysis technique.

A. Type of the Study

The objectives of this study is to develop an effective product that can be applied for the educational program. The research of this study is classified into Research and Development (R & D). According to Seels & Richey in Richey, Klein and Nelson (2004: 1099), the purpose of R & D is designing, developing and evaluating instructional programs, processes and products that must meet the criteria of internal consistency and effectiveness. The product of this research is interactive learning multimedia for teaching narrative reading texts for the eighth grade students in SMPN 1 Puring.

B. Setting of the Study

This research took place in SMPN 1 Puring. This school had eighteen classes, one language laboratory, one computer laboratory, a teacher office, a mosque etc. It was located in Jl. Puring-Gombong, Sitiadi, Puring, Kebumen. It was also one of the National Standard Schools in Kebumen.

The school's facility is quite complete. There are some laboratories to help students to learn. The language laboratory and multimedia laboratory can be used to present the materials, especially in English class.

C. Population and Sample

The population of this research was the eighth grade students of SMPN 1 Puring. There were seven classes in the grade eight and each class consist of thirty-three to thirty-five students. There sample was the students in class 8C. It consisted of 14 males and 19 female students.

D. Instruments of the Study

Questionnaire was distributed to collect the data from the students and the experts. There are two types of questionnaire. They were the needs analysis questionnaire and the expert judgement questionnaires. The first questionnaire was distributed to the students to get the data of the learning needs and target needs of the eight grade students of SMPN 1 Puring. The second questionnaire obtained feedback and suggestion to improve the design, content expert and media expert. The content experts analyse the contents and the instructional quality while the media experts analyse the technical quality of the product.

1. The first questionnaire

The aim of the questionnaire is to find out the learning needs and target needs of the eight grade students of SMPN 1 Puring. The result of the questionnaire was used to develop the reading materials. The organization of the content of the questionnaire is as follows. The questionnaire is attached in Appendix A.

Table 3.1. The Organization of The needs analysis Questionnaire

No	Aspects	Item Number	The purpose of the questions	References
1.	Students' profile	(part A)	To find the information about the students' profile	Grave (2000: 103), Tomlinson (1998: 240)
2.	Goal	1	To find the information about students' opinion of learning interest	Hutchinson and Waters (2006: 63), Nunan (2004: 41)
3.	Necessity	2	To find the information about students' opinion on how the task should be carried out	Graves (2000: 103), Hutchinson and Waters (2006: 70), Nunan (2004: 70)
4.	Lack	3,4	To find the information about the students' lack.	Nunan (2004: 52)
5.	Wants	5	To find out the students' expectation in the end of the lesson.	Hutchinson and Waters (2006: 62)
6.	Input	6,7	To find out the input that the students wants.	Nunan (2004: 14)
7.	Procedure	8,9,10	To find out the procedure in learning process.	Nunan (2004: 64), Spratt (2005: 145)
8.	Criteria of the good interactive multimedia	11, 12, 13, 14, and 15	To find the information about the criteria of the good learning multimedia.	Nunan (2004: 47), Graves (2000: 103), Hutchinson and Waters (2006:63)

2. The second questionnaire

The aim of the questionnaire is to get the feedback and suggestion from the content expert as an input to revise the first product. The organization of the content of the questionnaire is as follows. The questionnaire can be seen in Appendix A.

Table 3.2. **The Organization of Content Expert Questionnaire**

No	Topic Area	Blueprints	Item Number	Total
1.	Content	1. Materials coverage 2. Accuracy 3. Life skill development	1,2,3 4,5 6	6
2.	Language	1. The appropriateness of developmental level of students 2. Communicative	7,8 9,10,11	5
3.	Presentation	1. Systematic 2. Balance between the units 3. Students' center 4. Self-evaluation	12,13,14 15 16,17,18 19,20	9
				20

3. The third questionnaire

The aim of this questionnaire is to get the feedback and suggestion from the media expert as an input to revise the first product. The organization of the content of the questionnaire is as follows. The questionnaire is attached in Appendix A.

Table 3.3. The Organization of Media Expert Questionnaire

No	Topic Area	Blueprints	Item Number	Total
1.	Technical Quality	1. Attention getting 2. Visual aesthetic 3. Navigation	1,2,3,10,12 4,5,7,9,11 6,8,	12
3.	Programming Quality	1. Motivating 2. Feedback 3. Learner control	13,14 15,16,17,18, 19,20	8
				20

E. Research Procedures

In this study the researcher adapted the ADDIE model proposed by Taylor (2004). The name of ADDIE stands for Analyze, Design, Develop, Implement, and Evaluation. The procedures are explained as follows.

1. Analyze

In this phase, the problems were identified. Then the researcher analysed the audience, the standard competency and basic competence in the curriculum, the technology that used to develop the product and the media that was used to deliver the product. The researcher conducted the needs analysis by doing observation in the form of questionnaire. The needs analysis questionnaire and expert judgement questionnaires are attached in the appendix.

2. Design

After the data was obtained, the topic of the study was created. The researcher defined the objective. The next step was designing course grid, flowchart and storyboard. Flowchart is a symbol or picture which depicts the

server of steps representing a processing activity. Flowcharts served as a roadmap of interactive multimedia. It usually linked one page to another. While, Storyboarding describes how every screen in the presentation would be displayed. They refer to the operation shown in the flowchart. The course grid, flowchart and storyboard can be seen in the appendix.

3. Development

The methods of the instruction including all media that were used were chosen. The researcher developed the materials into interactive learning multimedia using Adobe Flash CS4, Photoshop CS5, Audio Converter, etc. The result was called the first product. It consulted by media expert and content expert. The information collected was used to revise the product.

4. Implementation

The second product was tried out to the students. The students were also asked the feedback of the program by filling questionnaire doing interviews.

5. Evaluation

The second product was evaluated by discussing and revising based on the result of students' feedback. After that, the final product was created.

F. Data Collection Technique

In this study, the researcher used two kinds of questionnaires, they were the needs analysis and expert judgments. The first questionnaire was purposed to get the information about students' target needs and learning needs.

The purpose of the second questionnaire was to get the data from the expert about the development of the materials. There were two types of

questionnaire for the expert judgment, they were the questionnaire to the content expert and media expert. The results of both questionnaires were used to revise the product. After the data was collected, they were analysed.

G. Data Analysis Technique

After the data were collected, they were analysed. The data analysis technique used in this study was statistics which was used to analyse the data by describing and explaining the collected data (Sugiyono: 2004: 142).

The data obtained from the needs analysis questionnaire was in the form of frequencies and percentage. For the quantitative data collected from the needs analysis, the first and the second choices of the response of the students' questionnaire were used as the representatives of the students' choice.

A scale was used to find the agreement towards the appropriateness to the interactive learning multimedia. It was analysed by using Likert's scales, each indication of the responses to the statement was measured by score. There were 5 points for Strongly Agree (SA), 4 points for Agree (A), 3 points for Undecided (U), 2 points for Disagree (DA), and 1 point for Strongly Disagree (SD).

The statistical data of the second questionnaire were based on the Quantitative Data Conversion proposed by Sudijono (2003: 335). Table 3.5 displays the result of the mean value was appropriate or less appropriate.

Table 3.4. Quantitative Data Conversion

No	Categories	Interval of Mean Value	
		Formula	Computation
1.	Very Good	$\bar{x} > \bar{x} + (1,8 \times Si)$	$\bar{x} > 4,2$
2.	Good	$\bar{x} + (0,6 \times Si) < \bar{x} \leq \bar{x} + (1,8 \times Si)$	$3,4 < \bar{x} \leq 4,2$
3.	Fair	$\bar{x} - (0,6 \times Si) < \bar{x} \leq \bar{x} + (0,6 \times Si)$	$2,6 < \bar{x} \leq 3,4$
4.	Poor	$\bar{x} - (0,6 \times Si) < \bar{x} \leq \bar{x} - (0,6 \times Si)$	$1,8 < \bar{x} \leq 2,6$
5.	Very Poor	$\bar{x} > \bar{x} - (1,8 \times Si)$	$\bar{x} \leq 1,8$

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter describes the process and finding of the research. The researcher presents four parts. They are the needs analysis, interactive multimedia design, interactive multimedia evaluation and discussion.

A. Research Findings

1. The Needs Analysis

The needs analysis was conducted to get the data of the students and the description of their learning needs. It was conducted on January 17th, 2013 by distributing the needs analysis questionnaire. There were 15 multiple-choice questions. The students could choose one of the available choices or they could write down their own answer in the blank space.

a. The Characteristics of the Respondents

In the first part of the questionnaire, they were asked to write down their name and class. The aim was to get the information of the respondents. After that, they could start to answer the questions.

Based on the data from the needs analysis, there were 33 respondents who filled in the questionnaire. They were students in class 8B of SMPN 1 Puring. 14 of them were male and 19 were female. The range of age of the respondents was 13-14 years old.

b. The Result of the Needs analysis

The organization of the needs analysis was divided into two parts. The first part consisted of the questions of target needs, and the other part consists of the questions of learning needs. The result of the needs analysis can be seen in the Appendix B. Here is the description of the needs analysis of.

1) Target Needs

a) Goal

Goals refer to the general intentions behind the learning. The goal of students of SMPN 1 Puring is presented below.

Table 4.1. **Students' Learning Goal**

Questions	Items	(%)
The students' goal in learning English is ...	a. To master English	91%
	b. To pass the examination.	3%
	c. To get a job easier.	3%
	d. To be able to study abroad.	3%

Based on Table 4.1, the highest choice of the students' questionnaire of their learning goal achieving 91% was to master English. They wanted to master English because it was important for their future, such as to pass the examination, to get a job easier or to be able to study abroad.

b) Necessity

Necessity refers to what the students should know or achieve in order to function effectively in the target situation. The necessities of the students of SMPN 1 Puring are presented below.

Table 4.2. **Students' Learning Necessity**

Questions	Items	(%)
The students' opinion about what should they achieve to be a good reader.	a. They should read English text with good pronunciation.	21%
	b. They should read English text and understand what the text is about.	52%
	c. They should master a lot of vocabulary.	24%
	d. They should know the English text type.	3%

Table 4.2 displays what the students should achieve in order to be a good reader. The first choice which performed 52% was they should read English text and understand what the text is about. The second choice which achieved 24 % was to master a lot of vocabulary. To be a good reader, the students should be able to read English texts and understand what the text is about. Therefore, they should master a lot of words in the process.

c) Lack

Lack is the gap between what the students already know and what they do not know. Therefore, to know the gap, there are some comparison between the students' current proficiency and the required proficiency to cope with the target situations. The data are displayed below.

Table 4.3. **Students' Learning Lack**

Questions	Items	(%)
The students' opinion about their English proficiency.	a. They could read English text but did not understand what the text is about.	52%
	b. They could read English text and understood what the text is about.	21%
	c. They memorized a lot of vocabulary but had a difficulty to make a sentence.	27%
	d. They speak English fluently.	-

Table 4.3 shows the result of the students' current level of English proficiency, especially in reading skill. The highest choice was they could read English text but did not understand what the text is about. It performed 52%. The least that achieved 21% was the students' could read English text and understood what the text is about. Most of them tended to memorize a lot of vocabulary. However, they failed to make them into a sentence.

Table 4.4. **Students' Learning Lack**

Questions	Items	(%)
The students' opinion about their limitation in learning English especially in reading skill.	a. Unable to understand grammar and structure.	21%
	b. Unable to master vocabulary.	46%
	c. Unable to speak English fluently.	12%
	d. Unable to differentiate text types.	21%

Table 4.4 presents the students' limitation in learning English. The purpose of the question is to know the students' limitation and difficulty in learning English, especially in reading skill. From the data above, there are 46%

of the students that was still lack of vocabulary mastery. 21% of the students unable to understand grammar and structure and differentiate text type.

In conclusion, the students need to improve their English proficiency to cope with the target situation. And also, the students need to pay more attention in the vocabulary and grammar to improve their level of proficiency.

d) Wants

Want refers to the learners' expectation after finishing their study. The result of the students' wants are presented below.

Table 4.5. **Students' Wants**

Questions	Items	(%)
The students' opinion about their expectation in the end of the study.	a. To pronounce words accurately.	21%
	b. To understand the grammar and structure	12%
	c. To master vocabulary.	43%
	d. To increase the understanding of text types.	24%

Table 4.5 displays the result of the questionnaire. Such students' opinion can be accommodated that their learning expectation in the end of the lesson was to master vocabulary and to increase the understanding of text types.

2) Learning Needs

a) Input

Input refers to the spoken, written and visual data that the students work in the course of competing task. The data below shows the result of the input that the students wanted.

Table 4.6. **Learning Input**

Questions	Items	(%)
The students' opinion about the input they preferred in learning English.	a. Pictures that are related to the materials.	70%
	b. Short stories.	15%
	c. Articles from newspapers or news.	12%
	d. Television reports.	3%

According to Table 4.6, the students desired pictures that related to the materials (70%) and short stories (15%) as the input of learning. The students preferred written and visual media that could get their attention to start the lesson.

Table 4.7. **Learning Input**

Questions	Items	(%)
The students' opinion about the story of the narrative text they wanted.	a. Fairytale	27%
	b. Fable	43%
	c. Folktale	9%
	d. Legend	21%

Table 4.7 displays the story of the narrative text. Based on the table above, the first choice that achieved 43% was fable. The least choice was fairytale that performed 27%. The two highest choices of the narrative text will be used as the input of the study. The other choices, folktale and legend, also will be used to enrich the students' knowledge.

b) Procedure

Procedure specifies what learners will actually do with the inputs that form the point of departure for the learning task. The table below shows some results of students' opinion about the learning procedure that they wanted.

Table 4.8. **Learning Procedure**

Questions	Items	(%)
The students' opinion about English learning process that they desired.	a. Enable the students to learn English whenever and wherever they wanted.	3%
	b. Use picture and audio to make it interesting.	64%
	c. Give a chance to the students to actively participate in every activities.	12%
	d. Learn autonomously	21%

In term of learning process desired by students, 64% of them preferred using picture and audio to make the learning process interesting. 21% of them chose to learn autonomously. In reference to Table 4.8, students preferred both visual and audio materials. It suggests they could use the materials autonomously outside the class without teachers' guidance.

Table 4.9. **Learning Procedure**

Questions	Items	(%)
The students' opinion about the activities they wanted in learning English.	a. Reading aloud with the accurate pronunciation.	12%
	b. Reading and then answering the questions.	64%
	c. Reading and then matching the words with their synonyms.	18%
	d. Reading and then filling the blank paragraph.	6%

Referring to Table 4.9 above, the activities that the students wanted in learning English were reading and then answering the question (64%) and reading

and then matching the words with their synonyms (18%). In other words, they wanted activities that provided texts before answering questions that related to the text or matching words.

Table 4.10. **Learning Procedure**

Questions	Items	(%)
The students' opinion about media that they preferred in learning English.	a. Pictures.	18%
	b. video	24%
	c. text	-
	d. Interactive multimedia.	58%

Table 4.10 displays the result of the media that the students preferred in learning English. The first choice was Interactive multimedia that performed 58% and the second choice was video that performed 42%. The rest of them chose pictures. Such students' opinions can be concluded that the students wanted both visual and audio by using multimedia. It also included video that combined visual and audio elements in one package.

c) **The criteria of good Interactive multimedia**

The criteria of good interactive multimedia refers to how to develop a good multimedia that suitable for the students' need. The tables below present some results of the criteria of good interactive multimedia based on the students of SMPN 1 Puring.

Table 4.11. **The Criteria of Good Interactive Multimedia**

Questions	Items	(%)
The students' opinion about the layout of the media.	a. Interesting and motivating.	73%
	b. Simple	9%
	c. Colorful	9%
	d. Using different layout in every pages.	9%

Table 4.11 displays the students' opinion of the layout of the media. The layout of the interactive multimedia should be interesting and motivating (based on 73% of the students) and each 9% preferred simple, colorful and using different layout in every pages. The conclusion of the result is, the layout of the multimedia should be interesting and motivating but also simple and colorful. However, the layout also should be consistent.

Table 4.12. **The Criteria of Good Interactive Multimedia**

Questions	Items	(%)
The students' opinion about the fonts' size in interactive multimedia.	a. 15-17	12%
	b. 18-20	30%
	c. 21-24	49%
	d. 25-28	9%

Table 4.12 shows the appropriate font size. For the font size in interactive multimedia, 49% of the students chose 21-24 pixels. The other alternative, 30% of them chose 18-20 pixels. The size 18-24 pixels is the appropriate font size for interactive multimedia.

Table 4.13. **The Criteria of Good Interactive Multimedia**

Questions	Items	(%)
The students' opinion about the fonts' style in interactive multimedia.	a. Comic Sans	64%
	b. Timed New Romance	9%
	c. <i>Lucida Handwriting</i>	15%
	d. SHOWCARD GOTHIC	12%

Table 4.13 presents the font style in interactive multimedia. It shows the students chose Comic Sans as the highest choice (64%) and Lucida Handwriting

(15%). The most important aspects in choosing font style were they are readable and consistent. Both the font styles are visible and easy to read in the computer.

Table 4.14. The Criteria of Good Interactive Multimedia

Questions	Items	(%)
The students' opinion about the using of back sounds and music in interactive multimedia.	a. Needed.	73%
	b. Disturbing.	-
	c. Sometimes needed.	27%
	d. Not needed.	-

Based on Table 4.14, back sound and music in interactive multimedia was needed because they could catch the students' attention. Music and back sound also could motivate the students and make it more interesting so they could stay longer in learning process.

Table 4.15. The Criteria of Good Interactive Multimedia

Questions	Items	(%)
The students' opinion about the buttons in interactive multimedia.	a. Simple	3%
	b. Contrast with the background	30%
	c. Easy to find	37%
	d. Consistent	30%

According to Table 4.15, the placement of the buttons in interactive multimedia should be easy to find to make the students comfortable to control the program. Therefore, the button should be contrast with the background and the placement is consistent.

In conclusion, the results of the needs analysis above were used to develop a course grid. The course grid which was developed consists of topic, achievement indicators, language functions, input, language focus and procedures.

Most of the items of the course grid were developed based on the results of needs assessment. Moreover, it also developed by considering the standards of competences and basic competences of eight grade students in Junior High School. The course grid can be seen in Appendix C.

2. Interactive Multimedia Design

The researcher developed the interactive learning multimedia for reading materials for the 8th grade students in of SMPN 1 Puring in the second semester according to the data from needs analysis. Those data was used as the guidance to develop the interactive learning multimedia. Here is the descriptions of the media.

a. General Descriptions

The layout of the interactive multimedia are divided into two pages, they are:

1) Start Page



Figure 3.1. Loading page

Figure 3.1 shows the start page when the students started to play the media. The loading are important because the program checks whether the media is running properly and ready to use.

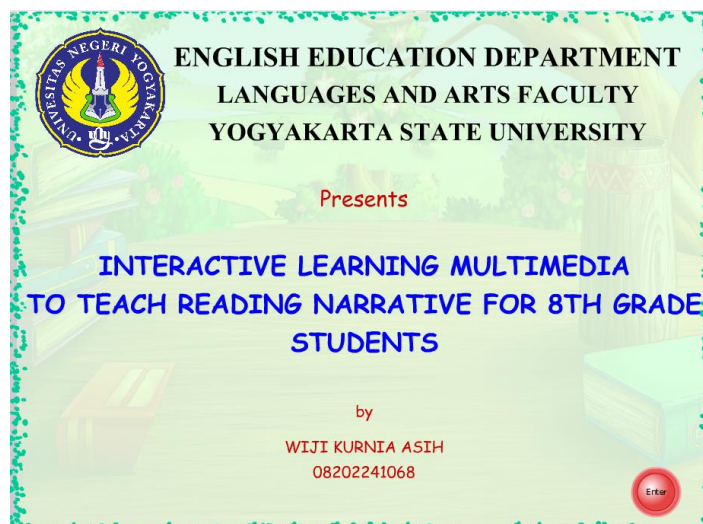


Figure 3.2. **Start page**

After loading process, the Start Page appears. it presents English Department of Yogyakarta State University, the logo, the title “Interactive Multimedia to Teach Reading Narrative for the 8th Grade Students”, the researcher herself and the “Enter” button. When the students clicks “Enter” button, it go to the main menu. It is shown in Figure 3.2.

2) Main Menu



Figure 3.3. **Main menu**

Figure 3.3 shows the *Main Menu* of the media. It presents the title of the media, digital clock and calendar, exit and full screen button, volume controller, menus and pictures. The title of the media is “Interactive Multimedia for Reading Narrative for the 8th Grade Students”. The media covers reading narrative materials in the second semester. On the left side of the title, there are digital clock and calendar. The purpose is to show the time when the students play the media. While on the right side of the title, there are full screen and exit button. When the students click the full screen button, the media changes to the full screen mode. But, when the students press *esc* button on the keyboard, the screen is back to normal mode. Below the title, there are some pictures. There are two kinds of them. The explanative and decorative pictures. Pictures on the left side are called explanative picture. The existence of them is to support the materials. Those pictures represent narrative stories from local, outer and target language

(English). While, a picture on the right side was called decorative picture because it was added to make the media more interesting and motivating.

There are six menus which can be chosen freely by the students. They are *Unit 1*, *Unit 2*, *Unit 3*, *Profile*, *Help*, and *Goal*. The first menu is *Unit 1*. By clicking this menu, the students are directed toward the first unit of the materials entitled “Bedtime Story”. The narrative stories that are discussed are fairytales and folktales. There are ten activities in this unit. To start the lesson of the *Unit 1*, the students can click the *next* button or *Activity 1*. See Figure 3.4.

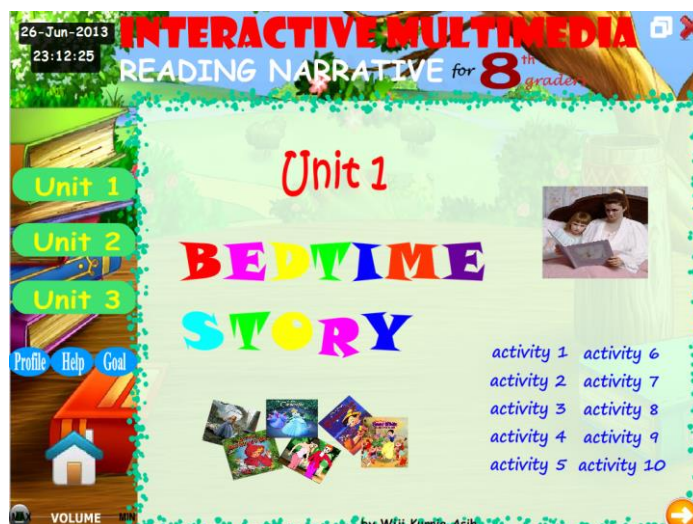


Figure 3.4. **Unit 1 page**

The second menu is *Unit 2*. Similar to *Unit 1* menu, when the students click *Unit 2* menu, it displays the second unit of the materials entitled “Share Your Story”. The narrative story that are discussed is legend. There are also ten activities in the unit. To start the lesson of the Unit 1, the students can click *next* or *Activity 1* button. Figure 3.5 shows the *Unit 2* page.



Figure 3.5. Unit 2 page

Unit 3 presents the third unit of the materials entitled “Trick or Tricked”. The stories are about fable and spoof. There are ten activities in this unit. To start the lesson of the Unit 1, the students can click *next* or *Activity 1* button. Figure 3.6 shows Unit 3 Page.



Figure 3.6. Unit 3 page

Figure 3.7 shows the fourth menu, that is *Profile*. In this menu, the students can read the identity of the researcher and people who helped her to develop the media.



Figure 3.7. **Profile page**

The fifth menu is *Help* Page. In this menu, the students could read some directions of how to use the media. It presents the picture of the buttons along with its explanation. It helps the students to operate the media. See Figure 3.8.



Figure 3.8. **Help page**

The last menu in the *Main Menu* page is *Goal*. In this menu, the students are able to read the learning goal that are achieved in the end of learning. The *Goal* page presents the Standard of Competency and Basic Competence along with the indicators. The students' needs to click the scroll button down to read the rest of the information. See Figure 3.9.

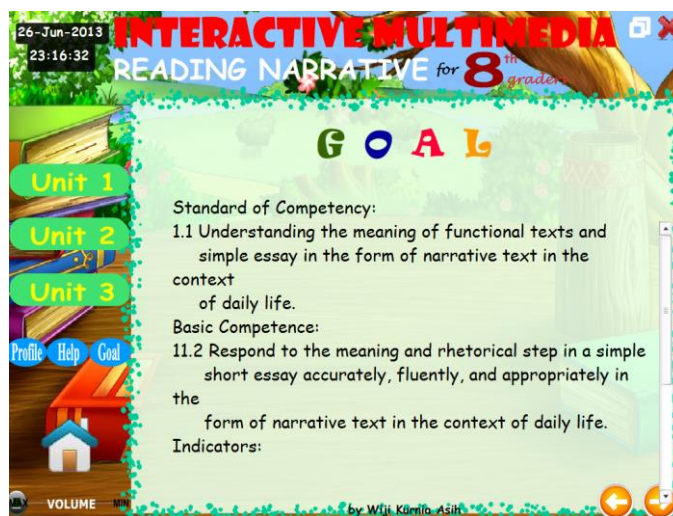


Figure 3.9. Goal Page

b. Unit Descriptions

As mentioned before, there are three units of the materials. Each unit has different topics based on syllabus of the eight grade students in the second semester. They are *Bedtime Story*, *Share Your Story*, and *Trick or Tricked*. Though all of the units discuss the narrative text, every unit has different types of narrative texts based on the needs analysis. *Unit 1* is fairytale and folktale, *Unit 2* is legend, while *Unit 3* is fable and Spoof. The researcher develops materials into reading activities. There are ten activities in each units. Those activities are

divided into lead-in, Lesson Proper and Evaluation. The display of the media can be seen in Appendix E.

1) Unit 1

The title of *Unit 1* is *Bedtime Story*. The topics are fairy tale and folktale. There are ten activities that can be chosen by the students. In the end of this lesson, the students are expected to identify the main idea, detail information, and difficult words based on the context. They are also expected to identify the generic structure and the language features of a narrative text.

In the Lead-in section in *Activity 1*, the students are asked to match the words in the right side to their picture by dragging the words to the blank space below the picture. If the word does not match with the picture, it will back to the former position.

Activity 2 shows the input text of *Unit 1* which is a simple fairytale story. The students are asked to read the text, identify the main idea, supporting detail and difficult words. In the following page, *Activity 3*, the students learn the vocabulary from the previous text. They can check the pronunciation of each words by clicking the speaker button.

In *Activity 4*, the students are asked to answer five multiple-choice questions based on the text before. All questions are about looking for a detail information from the text. There will be an immediate response to decide whether the answer is right or wrong.

The next page is the explanation page. *Activity 5* shows the explanation of the narrative text, such as the definition, the grammatical features, and the generic

structure. In *Activity 6*, the example of how to identify the generic structure of a narrative text presents. The students are asked to study the example first, then in the next page, *Activity 7*, do the exercise. The activity is about rearranging jumbled paragraph. The students are asked to write down the correct answer in the available box and then click submit to confirm whether the answer is right or wrong.

In *Activity 8*, the students are asked to read the previous text once again in order to solve the problems in *Activity 8*. There are five matching-word questions. The students are asked to match the words on the right side to their appropriate synonym on the left side. They need to click and drag the words into the correct place. There is an immediate response, that is when the word is placed wrongly, it will decline and back to their previous place.

Activity 9 and *Activity 10* are the last part in Unit 1. They are evaluation section. The purpose of the evaluation is to check the students' understanding after learning narrative text from *Activity 1* to *Activity 8*. *Activity 9* page shows a text along with the questions beside it. The students are expected to read the text first, entitled "Little Red Riding Hood", and start to answer the questions related to the text. The type of the questions is True/False. The students have to figure out whether the sentence is correct or incorrect. There is no immediate response in this questions, but in the end of the questions, the score will appear. The last page of the *Unit 1* shows vocabulary questions in the form of synonym-word matching. Similar to the previous word matching, in *Activity 10*, the students are asked to

click and drag the words on the right side to their appropriate words on the left side.

2) Unit 2

The title of this unit is *Share Your Story*. The topic of this discussion is legend, whether they are from local, outer or the target language (English). In the end of the lesson, the students are expected to be able to identify the main idea, detailed information and difficult words related to the text. The grammar focus in this lesson is simple past tense.

The lesson of the *Unit 2* starts from *Activity 1* page. This is the lead-in activity. The students are asked to look at some pictures and then answer the following questions. The purpose of this activity is to introduce the students with the new topic that is legend.

The input text of the *Unit 2* is a famous legend from Indonesia, entitled “The Legend of Lake Toba”. *Activity 2* page shows the text along with the questions. The students are asked to read the text then answer the following questions based on the text. There are five multiple-choice questions. There is an immediate response whether the answer is right or wrong. After the students’ understanding of the text is checked, the next activity is vocabulary section. In *Activity 3*, the students are asked to match the words on the right side to their synonym on the left side. Pronunciation check is available if the speaker button is clicked. The vocabulary will enrich students’ vocabulary mastery.

The next page is the grammar focus. *Activity 4* explains the using of simple past tense along with how to change the simple past tense verbs whether it is regular or irregular and also the examples. In *Activity 5* page, the students are asked to place the words in the Regular or Irregular Verb box. The words will back to their original place if they are placed wrongly.

Activity 6 displays another exercise of simple past tense. The students are asked to fill the blank paragraph by write down the answers from the available words on the left side. After answering all of the questions, click *submit* to get the response whether the answers is right or wrong.

The exercise in the *Activity 7* is similar to the *Activity 6*, filling the blank. The difference is, in *Activity 7*, the students are asked to change the verbs in the bracket into their past form by writing it down in the blank box then click *submit* to get the response.

The evaluation section starts from *Activity 8*. The students are asked to read the text of Jack-O'-Lantern and also pay attention to the verbs. The next page, the *Activity 9*, shows matching words questions. It is similar to the previous types of the word-matching questions. The students are expected to increase their vocabulary mastery. See figure 37.

The *Activity 10* page is the last activity in the *Unit 2*. It shows True/False questions. After reading the previous text, the students are asked to answer five True/False questions. First, they have to write down their name then click *start* to go to the first question. There is no immediate response in every question, but in the end of the question the score will be shown. When they got score less than 60

points, they could restart the questions by clicking *restart* button then do same steps from beginning.

3) Unit 3

The title of this unit is *Trick or Tricked*. In this unit, the students learn narrative texts about fable and spoof. In the end of the lesson, the students are expected to understand the main idea, detailed information and difficult words related to the texts. The grammar focus of this unit is pronoun. There are 10 activities which are divided into three steps. They are *Lead-in*, *Lesson Proper* and *Evaluation*.

The lesson starts as the students click *Activity 1* or *next* button. They will be directed to *Activity 1*. This is the *Lead-in* activity aimed to introduce the students with the new topics. The students are asked to look at a picture then answer the following questions.

Activity 2, the students start with the *Lesson Proper* activity. The input of this unit is a well-known fable entitled “Tiger and Fox”. The students are asked to read the text. *Activity 3* page provides the students to practice their vocabulary. They are asked to match some words with their synonym. The part of speech and phonetic transcription are available to help the students. They also can click the speaker button to check the pronunciation.

The next page is *Activity 4* page. In this page, the students are asked to answer some questions related to the text of “Tiger and Fox”. There are five multiple-choice questions. the students have to choose one right answer based on

the text of the available answers. There is immediate response in each question to whether the answer is right or wrong.

The *Activity 5* page is the grammar focus page. In this page the students learn Pronouns. The students can drag the scroll up and down to see more information. The next page is *Activity 6*. In this page, the students are asked to answer 5 multiple-choice questions related to the previous discussion. There is immediate response after answering the question to decide whether the answer is right or wrong.

In the next page, *Activity 7*, the students are asked to read a text entitled “A Stupid Man and His Cow”. After text, the exercise follows. The *Activity 8* page shows five short-essay questions. Based on the previous text, the students have to choose one of the alternative answers in the right side then write it down in the boxes. After answering all the questions, they click submit button to check the answers. There will be some responses to decide whether the answer is right or wrong.

The last 2 activity in unit 3 is the *Evaluation* section. *Activity 9* page shows a text entitled “The Bear and Rabbit”. The students are asked to read the text and also pay attention to the pronoun. The following page is *Activity 10* page. In this page, there are five multiple-choice questions based on the previous text. As the students enter this page, first, they have to write down their name in the box then click *start* to start answering the questions. There is no immediate response in each question, but in the end of the questions, their score will appear.

3. Evaluation

Expert evaluation is very important to improve the quality of the media. Evaluation is needed to evaluate and to validate the media in order to the media are ready to be used by the students. Both of the content materials and the media were evaluated and validated by the experts. The content expert was Ella Wulandari, M.A. She is a lecturer in English Education Department in Yogyakarta State University. The media expert was Upi Rianantika, S. Kom. She was graduated from Technology Department.

a. Feedback from the Content Expert

The evaluation aimed to evaluate and validate the content of the materials especially reading materials. The first draft of the materials still had weaknesses. The content expert found some parts in the first draft that needed to be revised. The revisions were needed to make the media more appropriate. Therefore, the comments/suggestions from the expert were used to revise the first draft of the materials. There were some feedback from the content expert that were related to the content of the materials. The feedback from the content expert are presented in Table 4.16.

Table 4.16. Comments/Suggestions and Revisions from the Content Expert

Screen	Comments/Suggestions	Action Taken
Unit 1-act8	The instruction was too long and not clear. <i>“Match the following words with their meaning.”</i>	The instruction was revised. <i>“Drag and drop the words in the right side to the blank space in front of the appropriate word.”</i>

Screen	Comments/Suggestions	Action Taken
Unit 2-act2	Main idea question was rarely found.	The first question was changed to main idea question.
Unit 2-act6	The instruction was not clear whether click or write. <i>“Complete the paragraph with the words on the left side.”</i>	The instruction was revised. <i>“Choose the word in the left side and write down in the blank space.”</i>
Unit 2-act7	The instruction was not clear whether to click or write. <i>“Change the verbs in the brackets into their past form.”</i>	The instruction was revised. <i>“Write down the past form of the verbs in the bracket.”</i>

Table 4.16 shows the comments/suggestions from the content expert. Those comments/suggested had been revised. The first change was the instructions should be revised. Most of the instructions were not suitable to use in multimedia. They were still in the form of textbook instructions. The instruction in Unit 1-Activity 3 was *“Match the following words...”*. It was revised to *“Drag and drop the words...”*. In Unit 2 Activity 6, *“Complete the paragraph ...”* was changed into *“Choose the words...”*. The last was the instruction in Unit 2 Activity 7, *“Change the verb...”* was revised to *“Write down...”*.

The second revision was to add some main idea question. This type of question was rarely found in the media. Therefore, in Unit 2 Activity 2, the first question was changed into main-idea questions.

After the data was analyze, they were evaluated. The detail evaluation can be seen in Appendix B. In reference to the media expert, she generally agreed on the appropriateness of the materials. The overall standard of the appropriateness

of the materials as the value of mean achieved 4.2. According to Quantitative Data Conversion proposed by Sudijono (2003: 335), the mean values of technical quality belong to the “good” category with $3.4 \leq x \leq 4.2$. It can be concluded that the content of the interactive learning multimedia is effective and appropriate, so it is ready to be implemented to the students.

b. Feedback from the Media Expert

The media evaluation was carried out by a media expert. There are some feedback from the media expert that are related to the media. In order to make the media more appropriate, the media expert gave some comments and suggestion related to the media aspect. They are used to revise the first draft to make the final draft of interactive learning multimedia. The final draft is attached in the Appendix F.

Table 4.17. Comments/Suggestions and Revisions from Media Expert

Aspect	Comments/Suggestions	Action Taken
audio	The audio in the <i>Unit 3</i> is not suitable with the topic.	The audio was changed to more suitable audio.
	There are some missing audios (pronunciation audio)	The missing audio had been revised.
visual	A picture should be added in every texts to make it more interesting.	A picture was added in every text.
	There are some missing response.	The missing response had been resolved.

The media expert gave some suggestions related to the element of multimedia. The first element was audio. There are two problems related to audio

that had been found. The first was the audio in Unit 3 was not suitable with the topic. The second was there were some missing audios (pronunciation audios). The revisions were changing the audio in Unit 3 to the more suitable one and recheck the pronunciation audio and add the missing ones. The second element was visual. A picture should be added in each texts to make it more interesting and also, there were some missing responses.

The evaluation aimed to evaluate and validate the media whether the media are ready to be implemented to the students. The expert agreed that the media has achieved the appropriateness of good media as the mean value was 4.3. Based on Quantitative Data Conversion proposed by Sudijono (2003: 335), the mean value belonged to the “very good”. The detail evaluation by the media expert can be seen in Appendix B. It can be concluded that the interactive learning multimedia is effective and appropriate to be implemented to the students. The detail evaluation can be seen in Appendix B.

All of the feedback and suggestions from both content expert and media expert were used to revise the first draft to make it into the final draft of the interactive learning multimedia. The final draft can be seen in Appendix F.

B. DISCUSSION

The English learning materials that had been developed was intended to the eight grade students of SMPN 1 Puring. The school itself had the facility that supported the using of the media. It had the language laboratory and computer laboratory that could be used by the students to learn through this media. It was added that the media also solved the problems occurred in this school. The

limitation of the materials and the teacher-center teaching method were changed into an interesting learning media that made the students interested and motivating as they were actively participated in every activity.

The interactive learning multimedia was developed based on the students' learning needs and target needs. Target needs and learning needs were used to develop the needs analysis questionnaire. The purpose of the needs analysis was to make sure that the materials could make the students learn the language needed in the target situation.

The result of the needs analysis was used to make a course grid. The course grid was created as a framework to develop the materials. The information used to develop the materials was also taken from the curriculum of the Junior High School in the eighth grade level. From the needs analysis, it could be inferred that the students wanted to learn reading skill by mastering the vocabulary, learning the grammar and structure, learning how to read a text with good pronunciation and learning the text type. Based on the course grid, the flowchart and storyboard was developed.

The reading interactive multimedia provided the students to learn reading through interesting way. The topic was narrative text that included fables, fairy tales, folk tales, legends, spoofs, etc. There were three units of materials in which each units consists of ten activities. Each units was divided into three sections, they were *Lead in*, *Lesson Proper* and *Evaluation*. In the *Lead in* section, there was an introduction of the topic that will be discussed. The input text of the topic was a narrative short stories that the students were already familiar with. The

questions were in the form of multiple choice and True/False questions. For the vocabulary activities, most of them were matching the words with their synonym.

In term of the media, the students wanted the same background in every page, and the font size was readable. It is important to show consistency in the media. The use of pictures and back sounds improved the students' motivation in learning English. The difference between textbook and interactive multimedia was the interactivity between the user (students) and the program itself. The interactivity was realized by the response of the program from what the students did, whether it was right or wrong.

The first draft of the materials were evaluated by the experts. The result of the data was evaluated and revised to develop the final product of interactive learning multimedia. Based on the result of the data obtained from the media expert and content expert, the program had already achieved the appropriateness of the content. The range of mean obtained from the content expert was 4.2 meanwhile from the media expert was 4.3. They were categorized in "good" and "very good".

The final product of the interactive multimedia was in the form of a CD (Compact Disk). Both the teacher and the students could use a computer to operate the program, either in the middle of the class or self-learning outside the school.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

In reference to the findings as informed in chapter IV, the following presents conclusions and suggestions.

A. Conclusions

In terms of the target needs, it was found that the goal of learning English for the eighth grade students of SMPN 1 Puring was to master English. They wanted to learn reading English through understanding the meaning of a monologue text. Meanwhile, most of them were still unable to understand the meaning of English texts because of lack of vocabulary mastery. Therefore, in order to be able to understand English texts, the students wanted to enrich their vocabulary which are related to the texts.

In terms of learning needs, the students wanted to study narrative texts that included fables, fairy tales, folktales, legends, and spoofs with the input of short narrative texts that they were already familiar with. It motivated students to learn reading text. In the middle of learning process, they wanted to be actively participated in every activities rather than listening to the teacher's explanation.

For the media, they preferred a consistent background in every pages and readable font size and style. The use of pictures and music background was important

because they stimulated the students to learn. And also, in controlling the program, the navigation (button) was easy to find and the placement was consistent.

In terms of designing the appropriate interactive learning multimedia, it should had *Main Menu* as the main page of the program. *Main Menu* consisted of *Materials*, *Goal*, *Profile* and *Help*. The materials were divided into three units, in which consisted of three sections, they are *Lead-In*, *Lesson Proper* and *Evaluation*. *Lead in* Section is the introduction to the topic. *Lesson Proper* started with the input text and was followed by some activities. The last section was *Evaluation*. What the students had learnt before would be evaluated in the end of each units.

The appropriate design of interactive learning multimedia was based on the students' needs. In addition, the result of the evaluation from the media expert and content expert showed that all aspects were in good category. It implies that the reading interactive learning multimedia is appropriate and feasible to be implemented in English learning process for the eighth grade students of SMPN 1 Puring. The use of the interactive learning multimedia can be an alternative media in learning process that motivates students to learn English. In addition, it can be used by the students as self-access learning.

B. Suggestions

In reference to the conclusions above, some suggestions are presented below.

1. For English Teachers

The Interactive learning multimedia is an alternative media that appropriate to be implemented for the students because it has been evaluated by the experts. It can

be used as an additional materials in the class or self-learning outside the class. However, due to the limitation of the media, the teacher also should try to develop their own interactive learning multimedia by considering his/her students', materials and the school's facility.

2. For Other Researchers

The subjects of the research are the eighth grade students of SMPN 1 Puring. The interactive learning multimedia was developed based on the students' needs. The materials also only covers one English skill, reading skill, with the topic of narrative text. Because of the limitation of the subject and materials, the other researchers could develop an interactive multimedia with different subject and materials.

The interactive learning multimedia is the simplest example of an interactive learning multimedia program. In the future, for other researcher, I hope that the quality of media will be upgraded with more various activities and materials.

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APPENDIX

APPENDIX A

-Research Instruments-

KUESIONER ANALISA KEBUTUHAN BELAJAR SISWA

Angket ini digunakan untuk mengetahui kebutuhan siswa dalam pengembangan media pembelajaran berbasis komputer untuk siswa kelas VIII SMPN 1 Puring.

Data koresponden:

Nama/kelas:

Petunjuk penggunaan:

Pilihlah salah satu jawaban dari alternatif jawaban di bawah ini.

1. Apa motivasi anda dalam belajar bahasa Inggris?
 - a. Bisa menguasai bahasa Inggris dengan benar.
 - b. Agar bisa lulus ujian.
 - c. Bisa mencari pekerjaan dengan mudah.
 - d. Bisa meneruskan sekolah ke luar negeri.
2. Apa tujuan yang ingin Anda capai dari materi dan kegiatan membaca (*reading*)?
 - a. Mengucapkan kata (*pronunciation*) dengan benar.
 - b. Menggunakan struktur kalimat (*grammar*) dengan benar.
 - c. Menguasai banyak kosa kata (*vocabulary*).
 - d. Meningkatkan pemahaman tentang jenis-jenis teks (*text type*)
3. Bagaimana kemampuan bahasa Inggris Anda?
 - a. Hanya bisa membaca tetapi tidak paham isi dari teks bahasa Inggris.
 - b. Hanya bisa membaca dan paham isi dari teks bahasa Inggris.
 - c. Hanya tahu kosa kata (*vocabulary*) tetapi tidak bisa menyusun kalimat.
 - d. Lancar berbicara bahasa Inggris.
4. Apa kesulitan Anda dalam membaca (*Reading*)?
 - a. Memahami struktur kalimat (*grammar*) dengan benar.
 - b. Keterbatasan dalam memahami kosa kata (*vocabulary*).
 - c. Tidak bisa mengucapkan (*pronunciation*) dengan benar.
 - d. Membedakan jenis teks (*text type*)
5. Apa yang Anda harapkan di setelah belajar membaca (*reading*)?
 - a. Mengucapkan kata dengan benar.
 - b. Memahami struktur kata (*grammar*) dengan benar.
 - c. Menguasai banyak kosa kata (*vocabulary*).
 - d. Meningkatkan pemahaman tentang jenis-jenis teks (*text type*)

6. Input apa yang Anda inginkan dalam kegiatan membaca?
 - a. Gambar yang berkaitan dengan materi.
 - b. Cerita pendek.
 - c. Artikel dari majalah atau Koran.
 - d. Berita dari televisi.
7. Input teks naratif yang saya inginkan adalah ...
 - a. Fairytale
 - b. Fable
 - c. Folktale
 - d. Legend
8. Seperti apakah pembelajaran bahasa Inggris Anda inginkan?
 - a. Memudahkan saya dalam belajar bahasa Inggris kapan saja.
 - b. Dilengkapi dengan gambar dan audio agar lebih menarik.
 - c. Memberikan kesempatan kepada saya untuk berperan aktif dalam setiap aktifitas yang ada pada media pembelajaran tersebut.
 - d. Belajar secara mandiri.
9. Kegiatan apa yang Anda inginkan dalam pembelajaran membaca (*reading*)?
 - a. Membaca keras dengan pengucapan yang benar.
 - b. Membaca dan menjawab pertanyaan.
 - c. Membaca dan memasangkan kata dengan artinya dengan kata-kata yang tersedia.
 - d. Membaca dan melengkapi kalimat/paragraph yang kosong.
10. Dalam belajar bahasa Inggris, media yang digunakan sebaiknya ...
 - a. Gambar
 - b. Video
 - c. Teks
 - d. CD pembelajaran
11. Tampilan latar belakang (*background*) pada media interaktif sebaiknya ...
 - a. Menarik dan memberi motivasi
 - b. Simple
 - c. Colorful
 - d. Menggunakan latar belakang yang berbeda pada setiap halaman.
12. Ukuran huruf pada media interaktif berbasis computer sebaiknya ...
 - a. 12-14
 - b. 15-17
 - c. 18-20
 - d. 21-24

13. Jenis huruf pada media interaktif sebaiknya ...
- a. *Comic Sans*
 - b. *Times New Romance*
 - c. *Lucida Handwriting*
 - d. SHOWCARD GOTHIC**
14. Adanya suara latar pada media interaktif ...
- a. Perlu
 - b. Mengganggu
 - c. Kadang-kadang perlu
 - d. Tidak perlu
15. Tampilan tombol pada media interaktif sebaiknya ...
- a. Tidak terlalu rumit
 - b. Mencolok
 - c. Mudah untuk ditemukan
 - d. Tidak berpindah-pindah

-Thank you-

**EVALUATION FORM OF INTERACTIVE LEARNING MULTIMEDIA
FOR TEACHING READING NARRATIVE FOR THE EIGHT GRADE STUDENTS OF SMPN 1 PURING
By Content Expert**

Title of the program :
Developer :
Year produced :
Skills :
Intended Students :

Put a tick (✓) in the most appropriate box!

No.	Statements	Categories					Comments
		SA	A	U	DA	SD	
	Content						
1.	The materials are relevant to the standard of competence.						
2.	The materials are relevant to the basic competency.						
3.	The materials are appropriate for the students' needs.						
4.	The materials are complete.						
5.	The pictures are relevant with the concept.						
6.	The program motivates students to learn.						

No.	Statements	Categories					Comments
		SA	A	U	DA	SD	
	Language						
7.	The program assists students to understand the materials.						
8.	The program encourages the students to answer the questions based on what they learnt.						
9.	The task are delivered by clear instructions						
10.	The instructions in the program is clear.						
11.	The use of language in explaining the materials is clear.						
	Presentations						
12.	The materials are logically sequenced.						
13.	The tasks are logically sequenced from the dependent tasks to independent tasks.						
14.	The tasks' progress is developed from easier to more complex activities.						
15.	Balance between the materials and the activity items.						
16.	The structure allows students to move around freely in different units.						

No.	Statements	Categories					Comments
		SA	A	U	DA	SD	
17.	The tasks enable the learners to manipulate and practice specific features of language.						
18.	The media enables the students to learn autonomously.						
19.	The program provides response immediately after answer the questions.						
20.	The feedbacks of the answer are appropriate.						

Categories:

SA : Strongly Agree A : Agree U: Undecided DA : Disagree SA : Strongly Disagree

Comments/suggestions:

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Yogyakarta, June 2013

**EVALUATION FORM OF INTERACTIVE LEARNING MULTIMEDIA
FOR TEACHING READING NARRATIVE FOR THE EIGHT GRADE STUDENTS OF SMPN 1 PURING
BY Media Expert**

Title of the program :
Developer :
Year produced :
Skills :
Intended Students :

Put a tick (√) in the most appropriate box!

No.	Statements	Category					Comments
		SA	A	U	DA	SD	
	Technical quality						
1.	The color selection of the background are appropriate.						
2.	The program uses one template design to make it easier to operate.						
3.	The program uses bright color for important information.						
4.	The fonts' style and size are easy to read.						
5.	The program uses 2-3 font's style in a screen.						

No.	Statements	Category					Comments
		SA	A	U	DA	SD	
6.	The buttons are placed consistently.						
7.	The color and size of buttons makes them easily to find.						
8.	There is a button to operate the volume.						
9.	The size and placement of the pictures are appropriate.						
10.	Pictures help students to comprehend the text.						
11.	The audio can be heard clearly.						
12.	The choice of instrumental audio is appropriate.						
	Programming quality						
13.	The program is easy to use.						
14.	The program motivates students to learn.						
15.	The program asks the students to apply what they have learnt rather than memorize.						
16.	The program provides immediate response after answering the question.						
17.	The feedback is placed on the same screen with the question and students' response						

No.	Statements	Category					Comments
		SA	A	U	DA	SD	
18.	The program uses encouraging feedback by giving hint and asking the students to try again.						
19.	The program enables the students to learn autonomously.						
20.	The program enables the students to move around freely.						

Categories:

SA : Strongly Agree A : Agree U : Undecided DA : Disagree SA : Strongly Disagree

Comments/suggestions:

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Yogyakarta, June 2013

APPENDIX B

-The Research Data-

DATA OF NEED ANALYSIS QUESTINAIRE

No .	Questions	Items	n	(%)
1.	The students' opinion about their goal in learning English.	a. To master English	30	91%
		b. To pass the examination.	1	3%
		c. To get a job easier.	1	3%
		d. To be able to study abroad.	1	3%
2.	The students' opinion about what should they achieve to be a good reader.	a. They should read English text with good pronunciation.	7	21%
		b. They should read English text and understood what the text is about.	17	52%
		c. They should master a lot of vocabulary.	8	24%
		d. They should know the English text type.	1	3%
3.	The students' opinion about their English proficiency.	a. They could read English text but did not understand what the text is about.	17	52%
		b. They could read English text and understood what the text is about.	7	21%
		c. They memorized a lot of vocabulary but had a difficulty to make a sentence.	9	27%
		d. They speak English fluently.	-	-
4.	The students' opinion about their limitation in learning English especially in	a. Unable to understand grammar and structure.	7	21%
		b. Unable to master	15	46%

	reading skill.	vocabulary.		
		c. Unable to speak English fluently.	4	12%
		d. Unable to differentiate text types.	7	21%
5.	The students' opinion about their expectation in the end of the study.	a. To pronounce words accurately.	7	21%
		b. To understand the grammar and structure	5	12%
		c. To master vocabulary.	14	43%
		d. To increase the understanding of text types.	8	24%
6.	The students' opinion about the input they preferred in learning English.	a. Pictures that related to the materials.	23	70%
		b. Short stories.	5	15%
		c. Articles from newspaper or news.	4	12%
		d. Television report.	1	3%
7.	The students' opinion about the story of the narrative text they wanted.	a. Fairytale	9	27%
		b. Fable	14	43%
		c. Folktale	3	9%
		d. Legend	7	21%
8.	The students' opinion about English learning process that they desired.	a. Enable the students to learn English whenever and wherever they wanted.	1	3%
		b. Use picture and audio to make it interesting.	21	64%
		c. Give a chance to the students to actively participate in every activities.	4	12%
		d. Learn autonomously	7	21%
9.	The students' opinion about the activities they wanted in learning English.	a. Reading aloud with the accurate pronunciation.	4	12%
		b. Reading and then answering the questions.	21	64%
		c. Reading and then matching the words with their synonyms.	6	18%
		d. Reading and then filling	2	6%

		the blank paragraph.		
10.	The students' opinion about media that they preferred in learning English.	a. Pictures.	6	18%
		b. video	8	24%
		c. text	-	-
		d. Interactive multimedia.	19	58%
11.	The students' opinion about the layout of the media.	a. Interesting and motivating.	24	73%
		b. Simple	3	9%
		c. Colorful	3	9%
		d. Using different layout in every pages.	3	9%
12.	The students' opinion about the fonts' size in interactive multimedia.	a. 15-17	4	12%
		b. 18-20	10	30%
		c. 21-24	16	49%
		d. 25-28	3	9%
13.	The students' opinion about the fonts' style in interactive multimedia.	a. Comic Sans	21	64%
		b. Timed New Romance	3	9%
		c. <i>Lucida Handwriting</i>	5	15%
		d. SHOWCARD GOTHIC	4	12%
14.	The students' opinion about the using of back sounds and music in interactive multimedia.	a. Needed.	24	73%
		b. Disturbing.	-	-
		c. Sometimes needed.	9	27%
		d. Not needed.	-	-
15.	The students' opinion about the buttons in interactive multimedia.	a. Simple	1	3%
		b. Contrast with the background	10	30%
		c. Easy to find	12	37%
		d. Consistent	10	30%
			33	

DATA OF CONTENT EXPERT EVALUATION

No.	Statements	Score	Category
1.	The materials are relevant to the standard of competence.	4	Good
2.	The materials are relevant to the basic competency.	5	Very Good
3.	The materials are appropriate for the students' needs.	5	Very Good
4.	The materials are complete.	5	Very Good
5.	The pictures are relevant with the concept.	5	Very Good
6.	The program motivates students to learn.	5	Very Good
7.	The program assists students to understand the materials.	5	Very Good
8.	The program encourages the students to answer the questions based on what they learnt.	4	Good
9.	The task are delivered by clear instructions	4	Good
10.	The instructions in the program is clear.	4	Good
11.	The use of language in explaining the materials is clear.	5	Very Good
12.	The materials are logically sequenced.	5	Very Good
13.	The tasks are logically sequenced from the dependent tasks to independent tasks.	5	Very Good
14.	The tasks' progress is developed from easier to more complex activities.	4	Good
15.	Balance between the materials and the activity items.	4	Good
16.	The structure allows students to move around freely in different units.	5	Very Good
17.	The tasks enable the learners to manipulate and practice specific features of language.	4	Good
18.	The media enables the students to learn autonomously.	5	Very Good
19.	The program provides response immediately after answer the questions.	5	Very Good
20.	The feedbacks of the answer are appropriate.	4	Good
	Mean	4,2	Good

DATA OF MEDIA EXPERT EVALUATION

No.	Statements	Score	Category
1.	The color selection of the background are appropriate.	4	Good
2.	The program uses one template design to make it easier to operate.	5	Very Good
3.	The program uses bright color for important information.	4	Good
4.	The fonts' style and size are easy to read.	5	Very Good
5.	The program uses 2-3 font's style in a screen.	5	Very Good
6.	The buttons are placed consistently.	5	Very Good
7.	The color and size of buttons makes them easily to find.	5	Very Good
8.	There is a button to operate the volume.	4	Good
9.	The size and placement of the pictures are appropriate.	4	Good
10.	Pictures help students to comprehend the text.	4	Good
11.	The audio can be heard clearly.	4	Good
12.	The choice of instrumental audio is appropriate.	4	Good
13.	The program is easy to use.	5	Very Good
14.	The program motivates students to learn.	4	Good
15.	The program asks the students to apply what they have learnt rather than memorize.	4	Good
16.	The program provides immediate response after answering the question.	4	Good
17.	The feedback is placed on the same screen with the question and students' response	4	Good
18.	The program uses encouraging feedback by giving hint and asking the students to try again.	4	Good
19.	The program enables the students to learn autonomously.	4	Good
20.	The program enables the students to move around freely.	4	Very Good
	Mean	4,3	Very Good

APPENDIX C

-The Course Grid-

COURSE GRID

Name of the School : SMPN 1 Puring
 Subject : English
 Class/Semester : VIII/2
 Skill : reading
 Standard of Competency : 1.1 Understanding the meaning of functional texts and simple essay in the form of narrative text in the context of daily life.
 Basic Competence : 11.2 Respond to the meaning and rhetorical step in a simple short essay accurately, fluently, and appropriately in the form of narrative text in the context of daily life.

Unit	Indicator	Unit Title	Topic	Language function/Text	Language Focus		Activities	References
					Grammar	Vocabulary		
1	<ul style="list-style-type: none"> Students are able to identify the main idea of a narrative text. Students are able to identify the detail information of a narrative text. Students are able to identify the difficult words in the narrative text Students are able to identify the generic structure of a narrative text. 	Unit 1 Bedtime Stories	Fairy tales and Folk Tales	Narrative texts - Orientation - Complication - Resolution - Reorientation		<u>Adverb:</u> long ago <u>Adjective:</u> jealous, poisoned, evil <u>Noun:</u> witch, stepmother, dwarf	- Showing a picture and answering questions. - Studying the words related to the - Reading a text about "Snow White" - Answering multiple choice question related to the text. - Studying the generic structure or a narrative text - Reading a text about "Cinderella" and deciding the generic structure. - Studying the words related to the text - Answering question.	- BSE - English Grammar in Use - Text Types in English

	<ul style="list-style-type: none"> Students are able to identify the linguistic features in the form of narrative text. 						<ul style="list-style-type: none"> Reading a text about “Little Red Riding Hood”. Matching words with their meaning. Answering multiple choice question related to the text. 	
2	<ul style="list-style-type: none"> Students are able to identify the main idea of a narrative text. Students are able to identify the detail information of a narrative text. Students are able to identify the difficult words in the narrative text Students are able to identify the simple past tense form 	Unit 2 Share Your Story	Legends		<p>Simple past tense: Irregular Verb e.g.</p> <ul style="list-style-type: none"> Once upon a time, there was a man named Jack.(is = was) Jack made a deal with the devil. (make= made) 	<p>Noun: farmer, secret, daughter</p> <p>Verb: promised. cracked</p>	<ul style="list-style-type: none"> Showing a picture. Answering questions related to the picture. Reading a narrative text entitled “The Legend of Lake Toba”. Studying vocabularies related to the text. Answering questions. Studying Simple Past Tense Changing verb into their past form. Answering questions in the form of multiple choice. Reading a text about “The Legend of “Timun Mas”/Golden Cucumber” Finding verbs in the text and matching with their V1 form. 	<ul style="list-style-type: none"> BSE English Grammar in Use Text Types in English

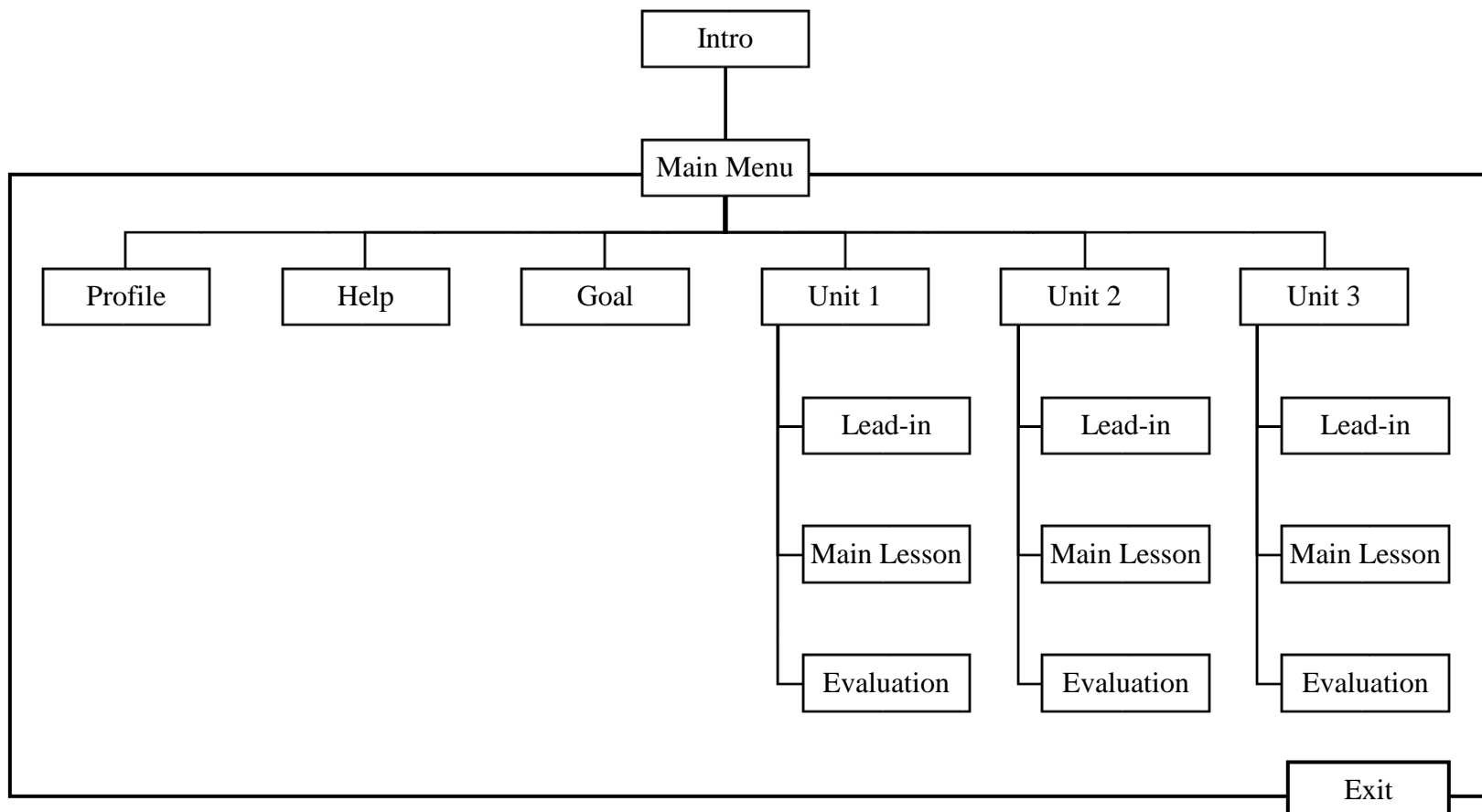
							<ul style="list-style-type: none"> - Filling the blank. - Reading a text about “Jack-O’-Lantern” - Matching the word with their meaning in Bahasa Indonesia. - Answering True False questions. 	
3	<ul style="list-style-type: none"> • Students are able to identify the main idea of a narrative text. • Students are able to identify the detail information of a narrative text. • Students are able to identify the difficult words in the narrative text • Students are able to identify the using of pronoun. • Students are able to identify the moral value of the story. 	Unit 3 Trick or Tricked?	Fables Spoofs			Pronoun e.g. my, his, her, who, which, Adverb: certainly Noun: terror Verb: flee, attack, bowed	<ul style="list-style-type: none"> - Showing s picture - Answering question. - Reading a narrative text entitled “Tiger and Fox”. - Matching the words with their synonym. - Explaining example of narrative text, that is Fable and Spoof. - Matching the words with their synonym. - Answering questions related to the text. - Reading a text about “A Stupid Man and His Cow” - Answering questions in the form of multiple choices. - Studying pronoun. - Looking for pronouns in a text. 	<ul style="list-style-type: none"> - BSE - English Grammar in Use - Text Types in English

							<ul style="list-style-type: none">- Answering questions.- Answering multiple choice questions.- Reading text and answering True False Question.- Answering multiple choice question.	
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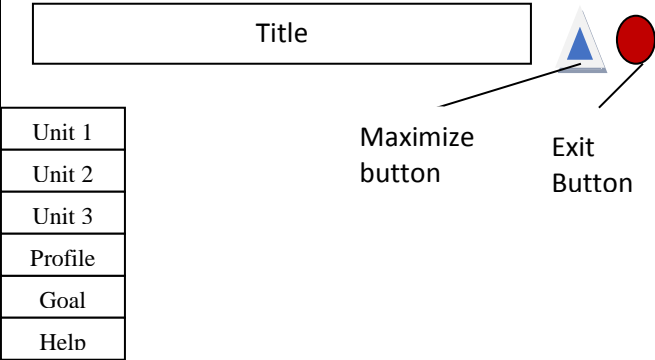
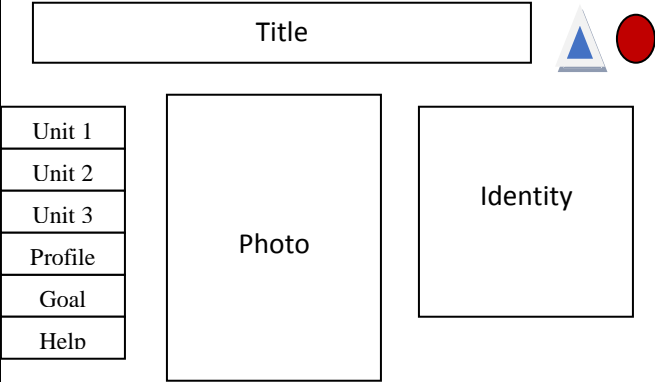
APPENDIX D







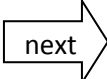
-Flowchart and Storyboard-

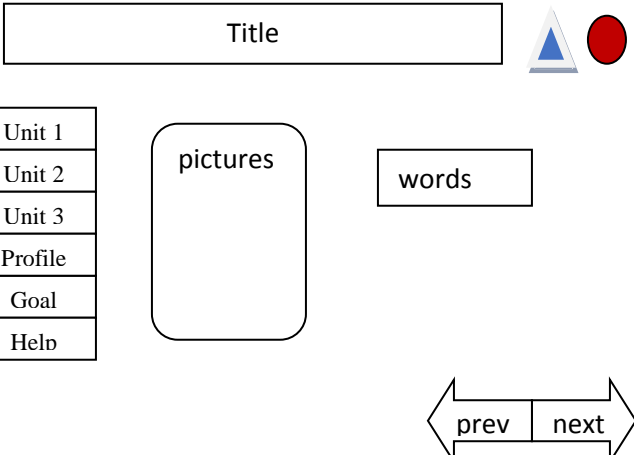
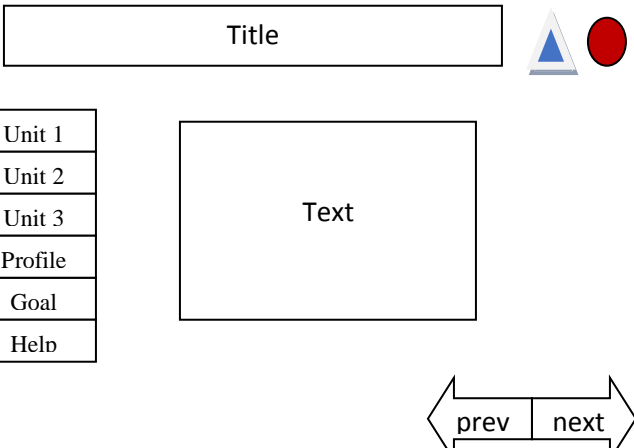
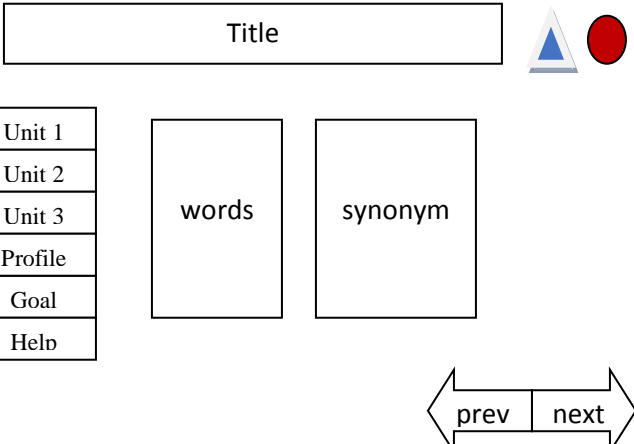
FLOWCHART









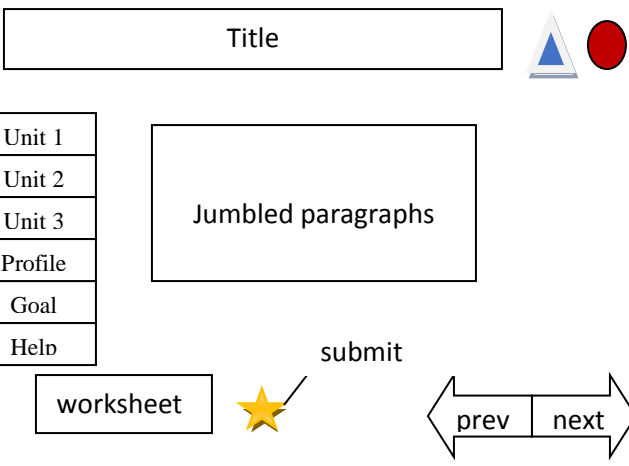
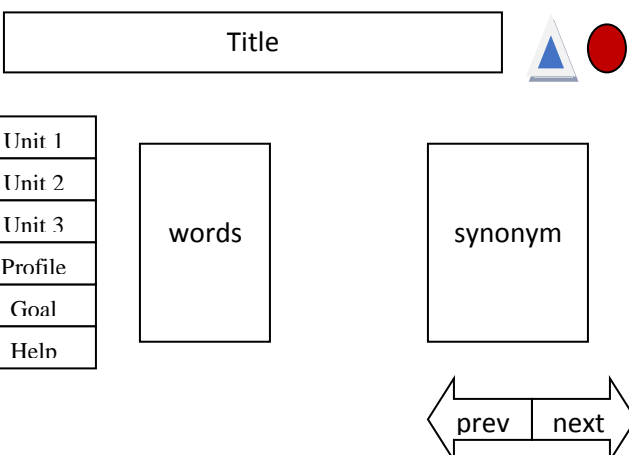
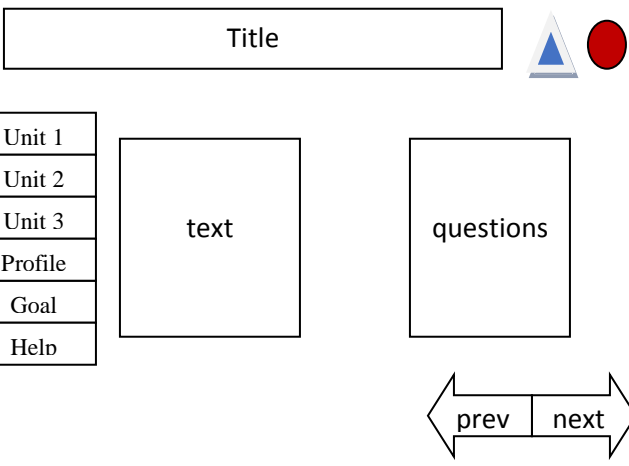
STORYBOARD

Scene	Visual	Explanation
Slide 1 Introduction		<p>Audio: Instrumental Music</p> <p>The users enter the program. Click <i>Enter</i> to start using the it.</p>
Slide 2 Main Menu		<p>Audio: Instrumental Music</p> <p>The users click the buttons to go to the page.</p>
Slide 3 Profile		<p>Audio: Instrumental Music</p>

Slide 4 Goal	<div><div>Title</div><div><div>Unit 1</div><div>Unit 2</div><div>Unit 3</div><div>Profile</div><div>Goal</div><div>Help</div></div><div>Goal</div></div> <div></div>	Audio: Instrumental Music
Slide 5 Help	<div><div>Title</div><div><div>Unit 1</div><div>Unit 2</div><div>Unit 3</div><div>Profile</div><div>Goal</div><div>Help</div></div><div>Help</div></div> <div></div>	Audio: Instrumental Music
Slide 6 Unit 1	<div><div>Title</div><div><div>Unit 1</div><div>Unit 2</div><div>Unit 3</div><div>Profile</div><div>Goal</div><div>Help</div></div><div>Buttons for Act 1- 10</div></div> <div><div>next</div></div>	Audio: Instrumental Music The users start materials in Unit 1. There are 10 menus for 10 activities. The users are free to start from anywhere.

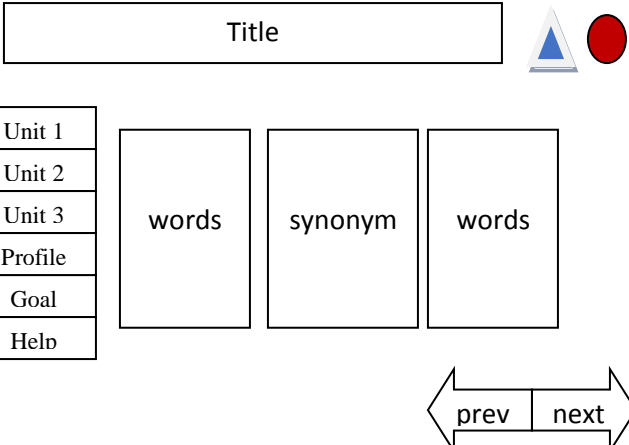
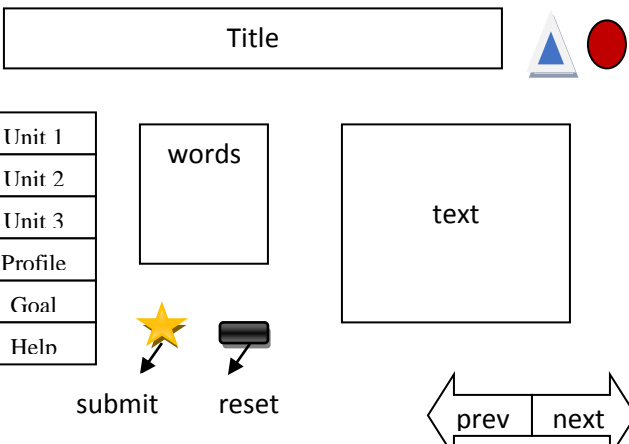
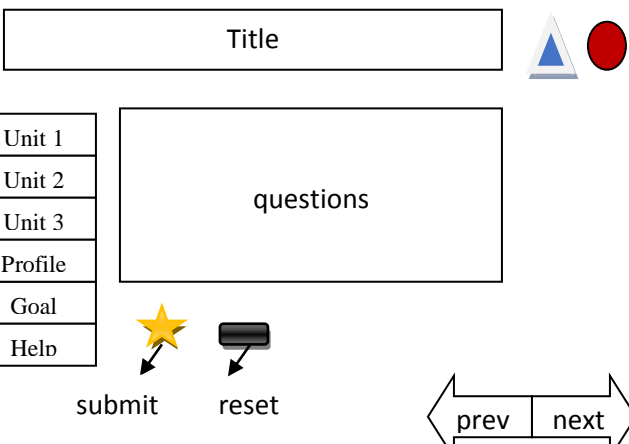
<p>Slide 7 Unit 1- Act1</p>		<p>Audio: Instrumental Music</p> <p>The users click <i>Activity 1</i> or <i>Next</i> button. They are asked to match pictures with their appropriate name.</p>
<p>Slide 8 Unit 1- Act2</p>		<p>Audio: Instrumental Music</p> <p>The users click <i>Activity 2</i> or <i>Next</i> button.</p>
<p>Slide 9 Unit 1- Act3</p>		<p>Audio: Instrumental Music</p> <p>The users click <i>Activity 3</i> or <i>Next</i> button. They are asked to match the words with their synonym by dragging the words into the appropriate space.</p>

<p>Slide 10 Unit 1- Act4</p>	<div data-bbox="513 331 1010 394">Title</div> <div data-bbox="1036 338 1084 401"></div> <div data-bbox="1092 338 1133 401"></div> <div data-bbox="483 436 605 688"> <div>Unit 1</div> <div>Unit 2</div> <div>Unit 3</div> <div>Profile</div> <div>Goal</div> <div>Help</div> </div> <div data-bbox="660 510 948 646">Multiple choice Questions 1-5</div> <div data-bbox="933 695 1141 779"> <div>prev</div> <div>next</div> </div>	<p>Audio: Instrumental Music</p> <p>The users click <i>Activity 4</i> or <i>Next</i> button. They are asked to answer 5 multiple choice questions. there is an immediate response for each questions.</p>
<p>Slide 11 Unit 1- Act5</p>	<div data-bbox="513 810 1010 873">Title</div> <div data-bbox="1036 816 1084 879"></div> <div data-bbox="1092 816 1133 879"></div> <div data-bbox="483 915 605 1167"> <div>Unit 1</div> <div>Unit 2</div> <div>Unit 3</div> <div>Profile</div> <div>Goal</div> <div>Help</div> </div> <div data-bbox="660 926 906 1125">Explanation</div> <div data-bbox="933 1173 1141 1257"> <div>prev</div> <div>next</div> </div>	<p>Audio: Instrumental Music</p> <p>The users click <i>Activity 5</i> or <i>Next</i> button.</p>
<p>Slide 12 Unit 1- Act6</p>	<div data-bbox="513 1287 1010 1350">Title</div> <div data-bbox="1036 1293 1084 1356"></div> <div data-bbox="1092 1293 1133 1356"></div> <div data-bbox="483 1392 605 1644"> <div>Unit 1</div> <div>Unit 2</div> <div>Unit 3</div> <div>Profile</div> <div>Goal</div> <div>Help</div> </div> <div data-bbox="660 1402 872 1602">texts</div> <div data-bbox="933 1650 1141 1734"> <div>prev</div> <div>next</div> </div>	<p>Audio: Instrumental Music</p> <p>The users click <i>Activity 6</i> or <i>Next</i> button. They are asked to study an example.</p>

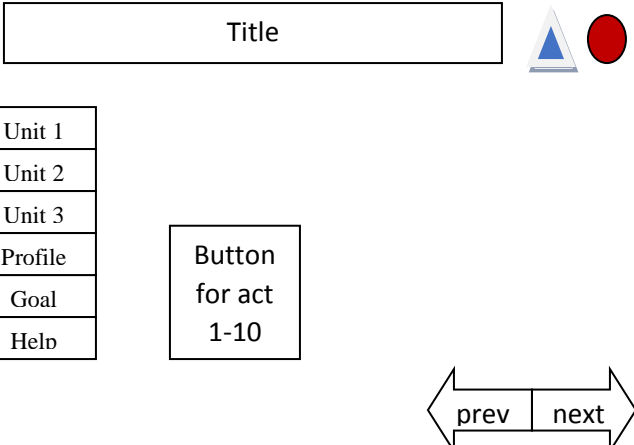
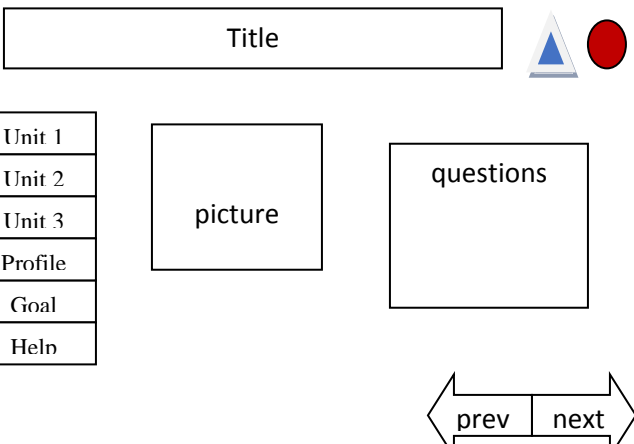
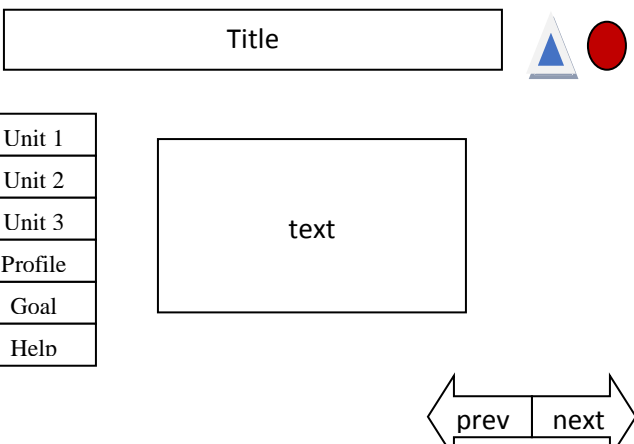
<p>Slide 13 Unit 1- Act7</p>		<p>Audio: Instrumental Music</p> <p>The users click <i>Activity 7</i> or <i>Next</i> button. They are asked to rearrange jumbled paragraph by writing down the answer in the worksheet then click submit button.</p>
<p>Slide 14 Unit 1- Act8</p>		<p>Audio: Instrumental Music</p> <p>The users click <i>Activity 8</i> or <i>Next</i> button. They are asked to match the words with their synonym by dragging them into the appropriate space.</p>
<p>Slide 15 Unit 1- Act9</p>		<p>Audio: Instrumental Music</p> <p>The users click <i>Activity 9</i> or <i>Next</i> button. After reading the text, the students are asked to answer 5 multiple choice questions. in the end, the score will appear.</p>

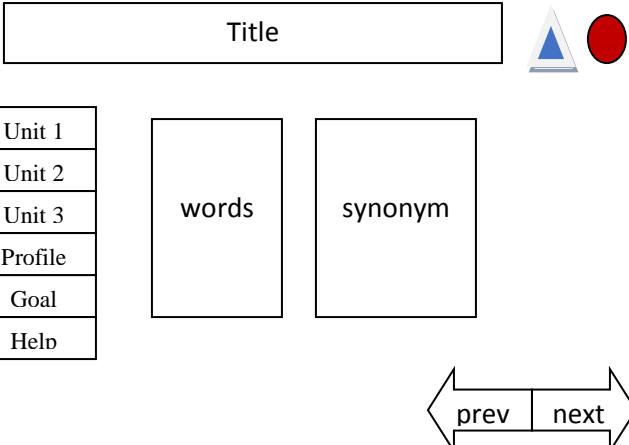
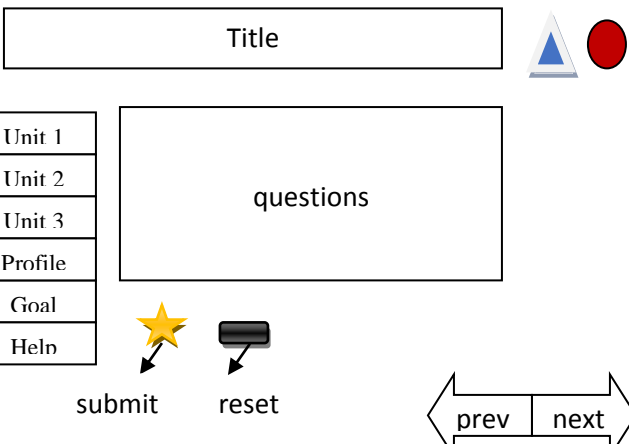
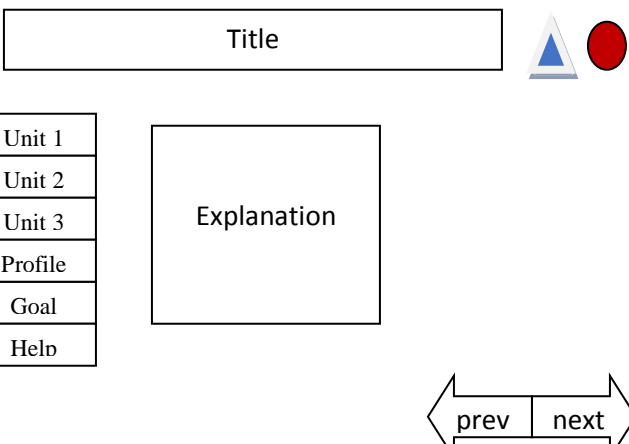
<p>Slide 16 Unit 1- Act10</p>	<div data-bbox="513 331 1010 394">Title</div> <div data-bbox="1036 338 1084 401"></div> <div data-bbox="1092 344 1133 394"></div> <div data-bbox="483 436 605 688"> <div>Unit 1</div> <div>Unit 2</div> <div>Unit 3</div> <div>Profile</div> <div>Goal</div> <div>Help</div> </div> <div data-bbox="660 447 792 646">words</div> <div data-bbox="824 447 985 646">synonym</div> <div data-bbox="935 695 1143 779"> <div>prev</div> <div>next</div> </div>	<p>Audio: Instrumental Music</p> <p>The users click <i>Activity 10</i> or <i>Next</i> button. Match the words with their synonym.</p>
<p>Slide 17 Unit 2</p>	<div data-bbox="513 810 1010 873">Title</div> <div data-bbox="1036 816 1084 879"></div> <div data-bbox="1092 823 1133 873"></div> <div data-bbox="483 915 605 1167"> <div>Unit 1</div> <div>Unit 2</div> <div>Unit 3</div> <div>Profile</div> <div>Goal</div> <div>Help</div> </div> <div data-bbox="678 1031 808 1167">Button for act 1-10</div> <div data-bbox="935 1173 1143 1257"> <div>prev</div> <div>next</div> </div>	<p>Audio: Instrumental Music</p> <p>The users click <i>Activity 1</i> or <i>Next</i> button. There are 10 buttons for 10 activities.</p>
<p>Slide 18 Unit 2- Act1</p>	<div data-bbox="513 1287 1010 1350">Title</div> <div data-bbox="1036 1293 1084 1356"></div> <div data-bbox="1092 1299 1133 1350"></div> <div data-bbox="483 1392 605 1644"> <div>Unit 1</div> <div>Unit 2</div> <div>Unit 3</div> <div>Profile</div> <div>Goal</div> <div>Help</div> </div> <div data-bbox="660 1402 917 1497">pictures</div> <div data-bbox="660 1535 821 1612">questions</div> <div data-bbox="935 1650 1143 1734"> <div>prev</div> <div>next</div> </div>	<p>Audio: Instrumental Music</p> <p>The users click <i>Activity 1</i> or <i>Next</i> button. look at the picture and answer the questions.</p>

<p>Slide 19 Unit 2- Act2</p>	<div data-bbox="513 331 1010 394">Title</div> <div data-bbox="1036 338 1084 401"></div> <div data-bbox="1092 344 1133 394"></div> <div data-bbox="483 436 605 688"> <div>Unit 1</div> <div>Unit 2</div> <div>Unit 3</div> <div>Profile</div> <div>Goal</div> <div>Help</div> </div> <div data-bbox="660 447 792 646">text</div> <div data-bbox="824 447 985 646">questions</div> <div data-bbox="933 695 1141 779"> <div>prev</div> <div>next</div> </div>	<p>Audio: Instrumental Music</p> <p>The users click <i>Activity 2</i> or <i>Next</i> button. Read the text, then answer five multiple choice questions. there is immediate response.</p>
<p>Slide 20 Unit 2- Act3</p>	<div data-bbox="513 810 1010 873">Title</div> <div data-bbox="1036 816 1084 879"></div> <div data-bbox="1092 823 1133 873"></div> <div data-bbox="483 915 605 1167"> <div>Unit 1</div> <div>Unit 2</div> <div>Unit 3</div> <div>Profile</div> <div>Goal</div> <div>Help</div> </div> <div data-bbox="660 926 792 1125">words</div> <div data-bbox="824 926 985 1125">synonym</div> <div data-bbox="933 1173 1141 1257"> <div>prev</div> <div>next</div> </div>	<p>Audio: Instrumental Music</p> <p>The users click <i>Activity 3</i> or <i>Next</i> button. match the words with their synonym.</p>
<p>Slide 21 Unit 2- Act4</p>	<div data-bbox="513 1287 1010 1350">Title</div> <div data-bbox="1036 1293 1084 1356"></div> <div data-bbox="1092 1299 1133 1350"></div> <div data-bbox="483 1392 605 1644"> <div>Unit 1</div> <div>Unit 2</div> <div>Unit 3</div> <div>Profile</div> <div>Goal</div> <div>Help</div> </div> <div data-bbox="660 1402 889 1602">Explanation</div> <div data-bbox="933 1650 1141 1734"> <div>prev</div> <div>next</div> </div>	<p>Audio: Instrumental Music</p> <p>The users click <i>Activity 4</i> or <i>Next</i> button.</p>

<p>Slide 22 Unit 2- Act5</p>		<p>Audio: Instrumental Music</p> <p>The users click <i>Activity 5</i> or <i>Next</i> button. Drag the words into their appropriate place.</p>
<p>Slide 23 Unit 2- Act6</p>		<p>Audio: Instrumental Music</p> <p>The users click <i>Activity 6</i> or <i>Next</i> button. The students are asked to answer the question by writing down the words in the blank box.</p>
<p>Slide 24 Unit 2- Act7</p>		<p>Audio: Instrumental Music</p> <p>The users click <i>Activity 7</i> or <i>Next</i> button. Answer the fill-in-the-blank questions then click submit to check the answer.</p>

<div>Slide 25</div> <div>Unit 2-Act8</div>	<div><div>Title</div><div><div>Unit 1</div><div>Unit 2</div><div>Unit 3</div><div>Profile</div><div>Goal</div><div>Help</div></div><div>text</div><div><div>prev</div><div>next</div></div></div>	<div>Audio: Instrumental Music</div> <div>The users click <i>Activity 8</i> or <i>Next</i> button.</div>
<div>Slide 26</div> <div>Unit 2-Act9</div>	<div><div>Title</div><div><div>Unit 1</div><div>Unit 2</div><div>Unit 3</div><div>Profile</div><div>Goal</div><div>Help</div></div><div><div>words</div><div>synonym</div></div><div><div>prev</div><div>next</div></div></div>	<div>Audio: Instrumental Music</div> <div>The users click <i>Activity 9</i> or <i>Next</i> button. Match the words with their synonym.</div>
<div>Slide 27</div> <div>Unit 2-Act10</div>	<div><div>Title</div><div><div>Unit 1</div><div>Unit 2</div><div>Unit 3</div><div>Profile</div><div>Goal</div><div>Help</div></div><div><div>questions</div><div><div>submit</div><div>reset</div></div></div><div><div>prev</div><div>next</div></div></div>	<div>Audio: Instrumental Music</div> <div>The users click <i>Activity 9</i> or <i>Next</i> button. Answer five T/F questions.</div>

<p>Slide 28 Unit 3</p>		<p>Audio: Instrumental Music</p> <p>The users click <i>Activity 10</i> or <i>Next</i> button. There are 10 buttons for 10 activities.</p>
<p>Slide 29 Unit 3- Act1</p>		<p>Audio: Instrumental Music</p> <p>The users click <i>Activity 2</i> or <i>Next</i> button. Look at the picture then answer the questions.</p>
<p>Slide 30 Unit 3- Act2</p>		<p>Audio: Instrumental Music</p> <p>The users click <i>Activity 2</i> or <i>Next</i> button.</p>

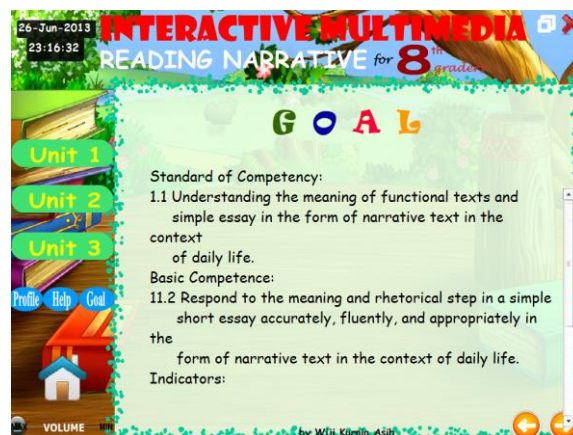
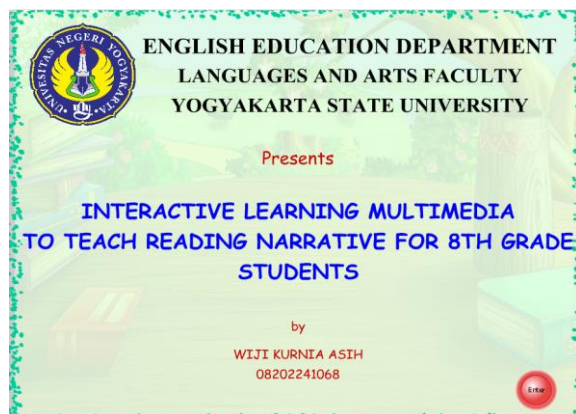
<p>Slide 31 Unit 3- Act3</p>		<p>Audio: Instrumental Music</p> <p>The users click <i>Activity 3</i> or <i>Next</i> button. Match the words with their synonym.</p>
<p>Slide 32 Unit 3- Act4</p>		<p>Audio: Instrumental Music</p> <p>The users click <i>Activity 4</i> or <i>Next</i> button. Answer five multiple choice questions. There is immediate response.</p>
<p>Slide 33 Unit 3- Act5</p>		<p>Audio: Instrumental Music</p> <p>The users click <i>Activity 5</i> or <i>Next</i> button.</p>

<div>Slide 34</div> <div>Unit 3-Act6</div>	<div><div>Title</div><div><div>Unit 1</div><div>Unit 2</div><div>Unit 3</div><div>Profile</div><div>Goal</div><div>Help</div></div><div>questions</div><div><div>prev</div><div>next</div></div></div>	<div>Audio: Instrumental Music</div> <div>The users click <i>Activity 6</i> or <i>Next</i> button.</div>
<div>Slide 35</div> <div>Unit 3-Act7</div>	<div><div>Title</div><div><div>Unit 1</div><div>Unit 2</div><div>Unit 3</div><div>Profile</div><div>Goal</div><div>Help</div></div><div>text</div><div><div>prev</div><div>next</div></div></div>	<div>Audio: Instrumental Music</div> <div>The users click <i>Activity 7</i> or <i>Next</i> button.</div>
<div>Slide 36</div> <div>Unit 3-Act8</div>	<div><div>Title</div><div><div>Unit 1</div><div>Unit 2</div><div>Unit 3</div><div>Profile</div><div>Goal</div><div>Help</div></div><div><div>questions</div><div>words</div><div><div>submit</div><div>reset</div></div></div><div><div>prev</div><div>next</div></div></div>	<div>Audio: Instrumental Music</div> <div>The users click <i>Activity 8</i> or <i>Next</i> button. Answer five fill-in-the-blank questions. click <i>Submit</i> to check the answer.</div>

<div>Slide 37</div> <div>Unit 3-</div> <div>Act9</div>	<div><div>Title</div><div><div>Unit 1</div><div>Unit 2</div><div>Unit 3</div><div>Profile</div><div>Goal</div><div>Help</div></div><div>text</div><div><div>prev</div><div>next</div></div></div>	<div>Audio:</div> <div>Instrumental</div> <div>Music</div> <div>The users click</div> <div>Activity 9 or Next</div> <div>button.</div>
<div>Slide 35</div> <div>Unit 3-</div> <div>Act10</div>	<div><div>Title</div><div><div>Unit 1</div><div>Unit 2</div><div>Unit 3</div><div>Profile</div><div>Goal</div><div>Help</div></div><div>questions</div><div><div>prev</div><div>next</div></div></div>	<div>Audio:</div> <div>Instrumental</div> <div>Music</div> <div>The users click</div> <div>Activity 10 or</div> <div>Next button.</div> <div>Answer five</div> <div>multiple choice</div> <div>questions. the</div> <div>score will appear</div> <div>in the end of the</div> <div>questions.</div>

APPENDIX E

-The First Draft-



UNIT 1

26-Jun-2013
23:12:25

INTERACTIVE MULTIMEDIA
READING NARRATIVE for 8th graders

Unit 1
Unit 2
Unit 3

Unit 1
BEDTIME
STORY

activity 1 activity 6
activity 2 activity 7
activity 3 activity 8
activity 4 activity 9
activity 5 activity 10

VOLUME

by Wili Kamilia Asih

27-Jun-2013
01:04:49

INTERACTIVE MULTIMEDIA
READING NARRATIVE for 8th graders

Unit 1
Unit 2
Unit 3

activity 1

Match the pictures with their title of the story. Click and drag the words into the box below the appropriate picture!

drag the word here drag the word here

"Timun Mas"
"Bawang Merah" and "Bawang Putih"
Snow White
Cinderella

VOLUME

by Wili Kamilia Asih

27-Jun-2013
01:05:28

INTERACTIVE MULTIMEDIA
READING NARRATIVE for 8th graders

Unit 1
Unit 2
Unit 3

activity 2

Read the text below!

SNOW WHITE

Long ago, in the Never land, there lived a very beautiful princess, Snow White. The Queen was her stepmother. She was very jealous of her beauty. So she wanted her to die.

Snow White knew about the evil plan. She escaped into a forest. There she made friends with seven dwarfs.

The queen turned into a witch. Snow White did not realize it. The witch gave her

VOLUME

by Wili Kamilia Asih

27-Jun-2013
01:06:07

INTERACTIVE MULTIMEDIA
READING NARRATIVE for 8th graders

Unit 1
Unit 2
Unit 3

activity 3

Study the following words and check the pronunciation by clicking the speaker icon!

English version	Indonesian version
long ago /la:ŋ-'gʊ:/	(adj) pada jaman dahulu
jealous /'dʒel.əs/	(adj) cemburu
poison /'pɔɪ.zən/	(adj) diracuni
evil /'i.vəl/	(adj) jahat
stepmother /'stepmɑð.ər/	(n) ibu tiri
witch /'wɪtʃ/	(n) penyihir
dwarf /dwɔrf/	(n) kurcaci

VOLUME

by Wili Kamilia Asih

27-Jun-2013
01:07:19

INTERACTIVE MULTIMEDIA
READING NARRATIVE for 8th graders

Unit 1
Unit 2
Unit 3

activity 4

Based on the story of "Snow White", answer the following questions by clicking the right answer!

1. Her own mother was ... of her beauty.

a. jealous
b. happy
c. sad
d. angry

VOLUME

by Wili Kamilia Asih

27-Jun-2013
01:10:48

INTERACTIVE MULTIMEDIA
READING NARRATIVE for 8th graders

Unit 1
Unit 2
Unit 3

activity 4

Based on the story of "Snow White", answer the following questions by clicking the right answer!

5. "The witch gave her a posoned apple." The word "her" refers to ...

the
White

VOLUME

by Wili Kamilia Asih

27-Jun-2013 01:10:24

INTERACTIVE MULTIMEDIA

READING NARRATIVE for 8th grade

activity 4

Based on the story of "Snow White", answer the following questions by clicking the right answer!

Unit 1
Unit 2
Unit 3

Profile Help Cool

5. "The witch gave her a poisoned apple." The word "her" refers to ...

☒ The Queen
☐ The Prince
☐ The Prince's mother
☐ The Prince's father

VOLUME

by Wiji Kamilia Asih

27-Jun-2013 01:11:17

INTERACTIVE MULTIMEDIA

READING NARRATIVE for 8th grade

activity 5

Study the following explanation!

NARRATIVE TEXTS

A narrative text is an imaginative story which has purpose to entertain people.

e.g.

fairytale	fiction
folktale	fable
spoof	legend

VOLUME

by Wiji Kamilia Asih

27-Jun-2013 01:12:41

INTERACTIVE MULTIMEDIA

READING NARRATIVE for 8th grade

activity 6

Study the example!

Unit 1
Unit 2
Unit 3

Profile Help Cool

Long ago, in the Never land, there lived a very beautiful princess, Snow White. The Queen was her stepmother. She was very jealous of her beauty. So she wanted her to die.	ORIENTATION
Snow White knew about the evil plan. She escaped into a forest. There she made friends with seven dwarfs.	COMPLICATION
The queen turned into a witch. Snow White did not realize it. The witch gave her a poisoned apple. As a result, Snow White was put into sleep for years.	RESOLUTION
Fortunately, in the end, Prince Charming revived her with a kiss. They lived together happily ever after.	

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27-Jun-2013 01:13:06

INTERACTIVE MULTIMEDIA

READING NARRATIVE for 8th grade

activity 7

Based on the explanation of the generic structure of narrative texts, rearrange these paragraphs below by writing down the correct arrangement in the box.

Unit 1
Unit 2
Unit 3

Profile Help Cool

ORIENTATION	In the palace, Cinderella danced with the prince. After awhile, the clock struck twelve. She left him one of her glass shoe and went home.	1
COMPLICATION	Finally, the Prince found Cinderella and they got married and lived happily ever after.	2
	Once upon a time, there was a girl called Cinderella. She had a wicked stepmother and step-sisters. She had to do all the housework.	3
	The prince took her glass shoe. He traveled around the country to find a girl that matched the glass shoe.	4
RESOLUTION	One day there was a party at the palace. All were invited. Her step-sisters would not let her go with them. Cinderella was sad. The Fairy Godmother came and helped her to go to the ball.	5

e.g. 1,2,3,4,5

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27-Jun-2013 01:13:32

INTERACTIVE MULTIMEDIA

READING NARRATIVE for 8th grade

activity 8

Match the following words with their meaning. Click and drag the meaning in front of the correct word, check the pronunciation by clicking the speaker button!

Unit 1
Unit 2
Unit 3

Profile Help Cool

Fairy Godmother	<input type="text"/>	saudara tiri
palace	<input type="text"/>	suka menyuruh
stepmother	<input type="text"/>	pesta
stepsister	<input type="text"/>	ibu peri
ball	<input type="text"/>	ibu tiri
bossy	<input type="text"/>	istana

VOLUME

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27-Jun-2013 01:14:12

INTERACTIVE MULTIMEDIA

READING NARRATIVE for 8th grade

activity 9

Read the text below and answer the question. click ☒ if the statement is true and ☐ if the statement is wrong.

LITTLE RED RIDING HOOD

Once upon a time, there was a girl called Little Red Riding Hood. The girl walked through the woods to deliver food for her grandmother.

In the meantime, he went to the grandmother's house and gained entry by pretending to be the girl. He ate the grandmother and waited for the girl. He disguised as the grandmother. When the girl arrived, he ate the girl too.

A wolf wanted to eat her but was afraid to do so in public. The wolf

Type your name in the box then click START button

START

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27-Jun-2013 01:14:36

INTERACTIVE MULTIMEDIA

READING NARRATIVE for 8th grade

activity 9

Read the text below and answer the question. click ☒ if the statement is true and ☐ if the statement is wrong.

Unit 1
Unit 2
Unit 3

LITTLE RED RIDING HOOD

Once upon a time, there was a girl called Little Red Riding Hood. The girl walked through the woods to deliver food for her grandmother.

In the meantime, he went to the grandmother's house and gained entry by pretending to be the girl. He ate the grandmother and waited for the girl. He disguised as the grandmother. When the girl arrived, he ate the girl too.

A wolf wanted to eat her but was afraid to do so in public. The wolf approached the girl. She naively told

1. Little Red Riding Hood visited her grandmother.

☒ ☐

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27-Jun-2013 01:15:04

INTERACTIVE MULTIMEDIA

READING NARRATIVE for 8th grade

activity 9

Read the text below and answer the question. click ☒ if the statement is true and ☐ if the statement is wrong.

Unit 1
Unit 2
Unit 3

LITTLE RED RIDING HOOD

Once upon a time, there was a girl called Little Red Riding Hood. The girl walked through the woods to deliver food for her grandmother.

In the meantime, he went to the grandmother's house and gained entry by pretending to be the girl. He ate the grandmother and waited for the girl. He disguised as the grandmother. When the girl arrived, he ate the girl too.

A wolf wanted to eat her but was afraid to do so in public. The wolf approached the girl. She naively told

no name
Your score
80
GOOD JOB!
RESTART

VOLUME

By Wili Kamil, Asih

27-Jun-2013 01:17:10

INTERACTIVE MULTIMEDIA

READING NARRATIVE for 8th grade

activity 10

Match the following words with their meaning. Click and drag the meaning to the empty box in front of their appropriate words!

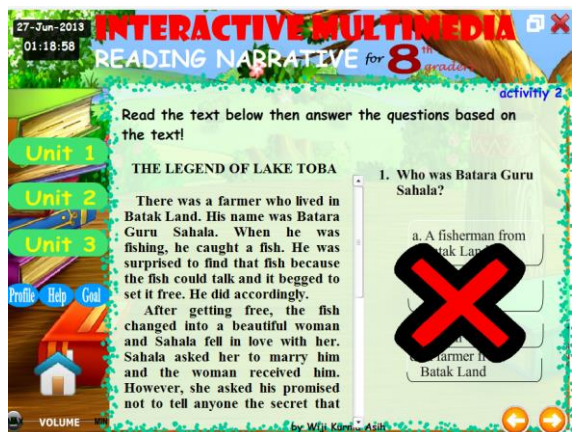
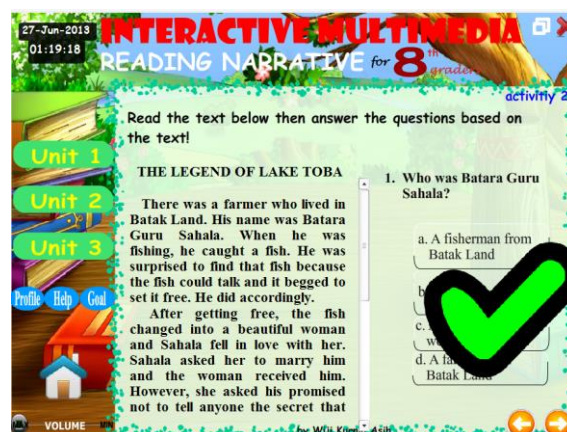
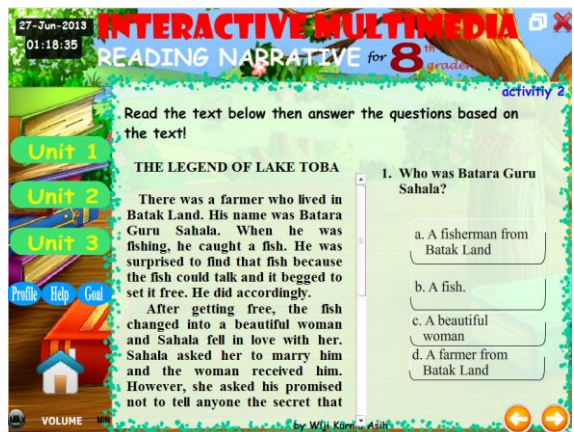
Unit 1
Unit 2
Unit 3

<input type="checkbox"/> unharmed	<input type="checkbox"/> hunter	menyelamatkan
<input type="checkbox"/> rescue	<input type="checkbox"/> wolf	serigala
<input type="checkbox"/> through	<input type="checkbox"/> wood	muncul
<input type="checkbox"/> emerge	<input type="checkbox"/> disguise	menuju
		tidak terluka
		pemburu
		hutan
		menyamar

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Unit 2



27-Jun-2013 01:21:37

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READING NARRATIVE for 8th grade

activity 4

Study the following explanations!

SIMPLE PAST TENSE

FORM: Regular and Irregular
Regular Form: V1+ed/d
e.g. Sahala asked her to marry him and the woman received him.
The fish changed into a beautiful woman
Irregular Form:
e.g. There was a farmer who lived in Batak Land.
(is = was)
Sahala fell in love with her. (fall = fell)

Unit 1
Unit 2
Unit 3

Profile Help Goal

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INTERACTIVE MULTIMEDIA

READING NARRATIVE for 8th grade

activity 5

Match the following words with their past form. Drag and drop the word into their appropriate place!

Unit 1
Unit 2
Unit 3

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REGULAR VERB		IRREGULAR VERB	
change		knew	
plant		went	
agree		cut	
pass		planted	throw
pray		came	come
		threw	go
		passed	know
		prayed	cut
		agreed	
		changed	

27-Jun-2013 08:25:56

INTERACTIVE MULTIMEDIA

READING NARRATIVE for 8th grade

activity 6

Complete the paragraph with the words on the left side. write down your answer in the appropriate box!

Unit 1
Unit 2
Unit 3

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became
found
gave
lost
passed
prayed
was
were

A CHOOSE THAT LAID GOLDEN EGGS

Long time ago a remote village, in central China inhabited mainly with farmers and hunters. One day, a poor farmer his entire livestock to flood. He hard to God for help or his family would die of starvation.
Few days later, an old man with long grey beard by his house took pity on him. He him a goose and said "I don't have any expensive thing to give you and hope this goose will help you to ease your hardship." is foolishness, it's already too late.

Submit
Reset

Score 0/5

27-Jun-2013 08:39:20

INTERACTIVE MULTIMEDIA

READING NARRATIVE for 8th grade

activity 6

Complete the paragraph with the words on the left side. write down your answer in the appropriate box!

Unit 1
Unit 2
Unit 3

Profile Help Goal

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became
found
gave
lost
passed
prayed
was
were

A CHOOSE THAT LAID GOLDEN EGGS

Long time ago a remote village, in central China **was** inhabited mainly with farmers and hunters. One day, a poor farmer his entire livestock to flood. He hard to God for help or his family would die of starvation.
Few days later, an old man with long grey beard by his house took pity on him. He him a goose and said "I don't have any expensive thing to give you and hope this goose will help you to ease your hardship." is foolishness, it's already too late.

Submit
Reset

Score 1/5

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READING NARRATIVE for 8th grade

activity 7

Change the verbs in the brackets into their past form!

Unit 1
Unit 2
Unit 3

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- Once upon a time, near a jungle, lived a husband and a wife. They (are) diligent farmers.
- One night, while they were praying, a giant (pass) their house.
- Later, the giant (give) them a bunch of cucumber seeds.
- After it had ripe, the farmers picked and (cut) it.
- He was angry because he could not find "Timun Mas". He (run) after her.

Submit
Reset

Score 0/5

27-Jun-2013 01:23:22

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READING NARRATIVE for 8th grade

activity 8


Read the text below and choose the correct answer from two available verbs!

Unit 1
Unit 2
Unit 3

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Jack-O'-Lantern 

Once upon a time, there was a man named Jack. He was a drunkard and trickster. One day, he tricked Satan up a tree. He carved an image of a cross in the tree's trunk to trap the devil. Jack made a deal with the devil. If the devil would never tempt him again, he would promise to let him down the tree.
After Jack died, he was forbidden to enter Heaven because of his wickedness. He was also forbidden to enter hell because he had tricked the devil. Instead, the devil gave him a single hot coal to light his way through the darkness.

27-Jun-2013 01:23:47

INTERACTIVE MULTIMEDIA

READING NARRATIVE for 8th grade

activity 9

Match the words below with their context meaning!

carve (verb)		kelicikan
cross (verb)		labu
hollow-out (verb)		memahat
temp (verb)		salib
coal (noun)		menggoda
drunkard (noun)		penipu
pumpkins (noun)		melubangi
trickster (noun)		labak
turnip (noun)		batu bara
wickedness (noun)		pemabuk

Unit 1
Unit 2
Unit 3

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INTERACTIVE MULTIMEDIA

READING NARRATIVE for 8th grade

activity 10

Answer the questions!

1. The Jack-O'-Lantern comes from an Indian folklore.

✓ ✗

Unit 1
Unit 2
Unit 3

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INTERACTIVE MULTIMEDIA

READING NARRATIVE for 8th grade

activity 10

Answer the questions!

YOUR NAME

Your Score

100

GOOD JOB!

RESTART

Unit 1
Unit 2
Unit 3

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26-Jun-2013 23:14:12

INTERACTIVE MULTIMEDIA

READING NARRATIVE for 8th grade

Unit 1
Unit 2
Unit 3

Unit 3

TRICK OR TRICKED?

activity 1 activity 6
activity 2 activity 7
activity 3 activity 8
activity 4 activity 9
activity 5 activity 10

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27-Jun-2013 01:31:57

INTERACTIVE MULTIMEDIA

READING NARRATIVE for 8th grade

Unit 1
Unit 2
Unit 3

Unit 3

activity 1

Answer the following questions!

1. Do you know the story of "Tom and Jerry"?

2. They always have a lot of trick to attack one another. Did you do the same with your friend?

3. Usually the trick they made will attack them self. Does it happen to you?

4. Do you usually trick or get tricked?

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READING NARRATIVE for 8th grade

Unit 1
Unit 2
Unit 3

Unit 3

activity 2

Read the text below!

 **Tiger and Fox**

One day a tiger saw a fox walking alone. Then, he intended to attack the fox. When Tiger jumped on Fox, Fox cried out, "How dare you attack the king of the jungle?" Tiger looked at him in amazement. "Nonsense! You are not King!" "Certainly I am," replied the Fox. "All the animals run from me in terror! If you want proof, come with me." Fox went into the forest with tiger in heels. When they came to a herd of

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READING NARRATIVE for 8th grade

Unit 1
Unit 2
Unit 3

Unit 3

activity 3

Study the following words and check the pronunciation by clicking the speaker icon!

Words	Synonym
 bow verb /baʊ/	exactly
 attack verb /ataɪk/	bend the head
 flee verb /fli:/	violent action
 certainly adv /sɜːtə n.li/	hurt
 terror noun /terə r/	run away

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INTERACTIVE MULTIMEDIA

READING NARRATIVE for 8th grade

Unit 1
Unit 2
Unit 3

Unit 3

activity 4

Answer these questions based on the previous text!

1. Why did the tiger not attack the fox?

a. The tiger was afraid of fox.
b. The fox attacked the tiger.
c. The fox was the king of jungle.
d. The tiger was the king of jungle.

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READING NARRATIVE for 8th grade

Unit 1
Unit 2
Unit 3

Unit 3

activity 5

Study the following explanation!

PRONOUNS

A pronoun is a word used instead of a noun.

There are six kinds of commonly used pronouns:

1. Personal Pronouns: Personal Pronouns are used are substitutes for proper or common nouns.
Examples : I, he, she, mine, his, her, they, their

2. Demonstrative Pronouns: Demonstrative Pronouns are used to point out objects

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READING NARRATIVE for 8th graders

activity 6

Answer the questions by clicking the button in front of the correct answer!

Unit 1
Unit 2
Unit 3

1. My friend and ... are talking about a movie.

a. I
b. me

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READING NARRATIVE for 8th graders

activity 6

Answer the questions by clicking the button in front of the correct answer!

Unit 1
Unit 2
Unit 3

1. My friend and ... are talking about a movie.

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READING NARRATIVE for 8th graders

activity 6

Answer the questions by clicking the button in front of the correct answer!

Unit 1
Unit 2
Unit 3

1. My friend and ... are talking about a movie.

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27-Jun-2013 01:39:22

INTERACTIVE MULTIMEDIA

READING NARRATIVE for 8th graders

activity 7

Read the text and pay attention to the pronouns!

A Stupid Man and His Cows

One day, a stupid man went to market. He bought six cows. After that, he rode one cow home and made the others walk in front of him. On the way, he counted them, but he could only see five cows. He counted them again and again. He was certain that he had lost one. He was afraid that he would be scolded by his wife.

His wife was waiting for him in front of their house. As soon as he saw her, he said sadly that he

Unit 1
Unit 2
Unit 3

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INTERACTIVE MULTIMEDIA

READING NARRATIVE for 8th graders

activity 8

Based on the text before, answer the following question of pronoun by choosing the answer in the right side. just write down the number of the answer.

Unit 1
Unit 2
Unit 3

1. The word "the others" in the line 2 refers to

2. The words "him" in the line 2 refers to

3. The words "his" in the line 5 refers to

4. The words "their" in the line 6 refers to

5. The words "she" in the line 11 refers to

a. the stupid man
b. the stupid man
c. the cows
d. the stupid man's wife
e. the stupid man and his wife

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VOLUME

Score 0/5

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INTERACTIVE MULTIMEDIA

READING NARRATIVE for 8th graders

activity 8

Based on the text before, answer the following question of pronoun by choosing the answer in the right side. just write down the number of the answer.

Unit 1
Unit 2
Unit 3

1. The word "the others" in the line 2 refers to the cows

2. The words "him" in the line 2 refers to

3. The words "his" in the line 5 refers to

4. The words "their" in the line 6 refers to

5. The words "she" in the line 11 refers to

a. the stupid man
b. the stupid man
c. the cows
d. the stupid man's wife
e. the stupid man and his wife

Profile Help Goal

VOLUME

Score 1/5

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INTERACTIVE MULTIMEDIA

READING NARRATIVE for 8th grade

activity 9

Read the text below and pay attention to the pronoun!

Unit 1
Unit 2
Unit 3

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The Bear and Rabbit

Once upon a time, there lived a bear and a rabbit. The rabbit is a good shot. In contrary, the bear is always clumsy and could not use the arrow.

One day, the bear called over the rabbit and asked the rabbit to take his bow and arrows. The rabbit was fearing to arouse the bear's anger so he could not refuse it. He went with the bear and shot enough buffalo to satisfy the hungry family. Indeed he shot and killed so many that there were lots of meats left after.

However, the bear did not want the rabbit to get any of

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READING NARRATIVE for 8th grade

Unit 1
Unit 2
Unit 3

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Type your name in the box
then click START button

START

27-Jun-2013 01:41:15

INTERACTIVE MULTIMEDIA

READING NARRATIVE for 8th grade

activity 10

Answer the question based on the previous text!

Unit 1
Unit 2
Unit 3

Profile Help Goal

VOLUME

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1. The word "him" in line 6 refers to ...

a. the bear
b. the rabbit
c. the youngest bear
d. the bear mother

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INTERACTIVE MULTIMEDIA

READING NARRATIVE for 8th grade

activity 10

Answer the question based on the previous text!

Unit 1
Unit 2
Unit 3

Profile Help Goal

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YOUR NAME
Your Score

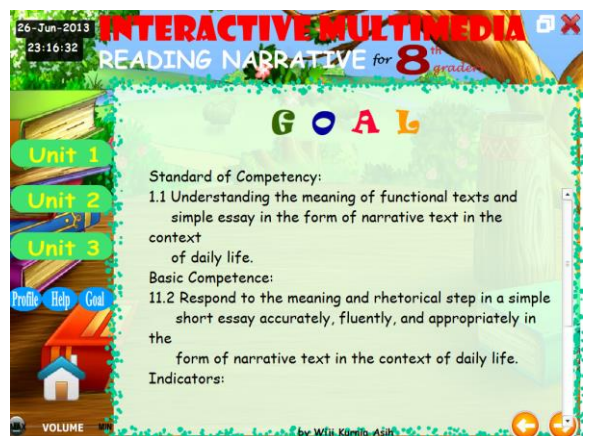
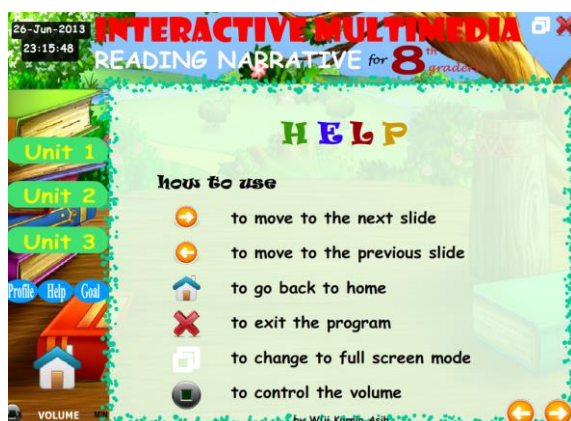
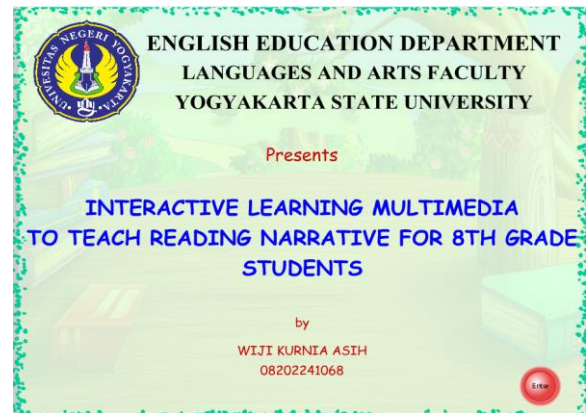
80

PLEASE TRY AGAIN!

RESTART

APPENDIX F

-The Final Draft-



UNIT 1



20-Sep-2013 09:34:05

INTERACTIVE MULTIMEDIA

READING NARRATIVE for 8th grade

activity 4

Based on the story of "Snow White", answer the following questions by clicking the right answer.

Unit 1
Unit 2
Unit 3

2. Snow White run away from...

a. the forest
b. the prince
c. the queen
d. the dwarf

Profile Help Cool

VOLUME

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20-Sep-2013 09:35:48

INTERACTIVE MULTIMEDIA

READING NARRATIVE for 8th grade

activity 5

Study the following explanation.

NARRATIVE TEXTS

A narrative text is an imaginative story which has purpose to entertain people.

e.g

fairytale fiction
folktale fable
spoof legend

Unit 1
Unit 2
Unit 3

Profile Help Cool

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20-Sep-2013 09:36:18

INTERACTIVE MULTIMEDIA

READING NARRATIVE for 8th grade

activity 6

Study the example.

Unit 1
Unit 2
Unit 3

Long ago, in the Never land, there lived a very beautiful princess, Snow White. The Queen was her stepmother. She was very jealous of her beauty. So she wanted her to die.

Snow White knew about the evil plan. She escaped into a forest. There she made friends with seven dwarfs.

The queen turned into a witch. Snow White did not realize it. The witch gave her a poisoned apple. As a result, Snow White was put into sleep for years.

Fortunately, in the end, Prince Charming revived her with a kiss. They lived together happily ever after.

ORIENTATION
COMPLICATION
RESOLUTION

Profile Help Cool

VOLUME

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27-Jun-2013 01:13:06

INTERACTIVE MULTIMEDIA

READING NARRATIVE for 8th grade

activity 7

Based on the explanation of the generic structure of narrative texts, rearrange these paragraphs below by writing down the correct arrangement in the box.

Unit 1
Unit 2
Unit 3

ORIENTATION In the palace, Cinderella danced with the prince. After awhile, the clock struck twelve. She left him one of her glass shoe and went home.

COMPLICATION Finally, the Prince found Cinderella and they got married and lived happily ever after.

RESOLUTION Once upon a time, there was a girl called Cinderella. She lived with her bossy stepmother and stepaunt. She had to do all the housework.

The prince took her glass shoe. He traveled around the country to find a girl that matched the glass shoe.

One day there was a party at the palace. All were invited. Her stepaunt would not let her go with them. Cinderella was sad. The Fairy Godmother came and helped her to go to the ball.

1
2
3
4
5

e.g. 1,2,3,4,5

Submit

Profile Help Cool

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27-Jun-2013 01:13:32

INTERACTIVE MULTIMEDIA

READING NARRATIVE for 8th grade

activity 8

Match the following words with their meaning. Click and drag the meaning in front of the correct word, check the pronunciation by clicking the speaker button!

Unit 1
Unit 2
Unit 3

Fairy Godmother
palace
stepmother
stepsister
ball
bossy

saudara tiri
suka menyuruh
pesta
ibu peri
ibu tiri
istana

Profile Help Cool

VOLUME

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27-Jun-2013 01:14:12

INTERACTIVE MULTIMEDIA

READING NARRATIVE for 8th grade

activity 9

Read the text below and answer the question. click ☒ if the statement is true and ☐ if the statement is wrong.

LITTLE RED RIDING HOOD

Once upon a time, there was a girl called Little Red Riding Hood. The girl walked through the woods to deliver food for her grandmother.

In the meantime, he went to the grandmother's house and gained entry by pretending to be the girl. He ate the grandmother and waited for the girl. He disguised as the grandmother. When the girl arrived, he ate the girl too.

A wolf wanted to eat her but was afraid to do so in public. The wolf

Type your name in the box then click START button

START

Unit 1
Unit 2
Unit 3

Profile Help Cool

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27-Jun-2013 01:14:36
INTERACTIVE MULTIMEDIA
READING NARRATIVE for 8th grade
activity 9

Read the text below and answer the question. click ☒ if the statement is true and ☒ if the statement is wrong.

Unit 1
Unit 2
Unit 3

LITTLE RED RIDING HOOD

Once upon a time, there was a girl called Little Red Riding Hood. The girl walked through the woods to deliver food for her grandmother.

In the meantime, he went to the grandmother's house and gained entry by pretending to be the girl. He ate the grandmother and waited for the girl. He disguised as the grandmother. When the girl arrived, he ate the girl too.

A wolf wanted to eat her but was afraid to do so in public. The wolf approached the girl. She naively told

1. Little Red Riding Hood visited her grandmother.

☒ ☒

VOLUME

27-Jun-2013 01:15:04
INTERACTIVE MULTIMEDIA
READING NARRATIVE for 8th grade
activity 9

Read the text below and answer the question. click ☒ if the statement is true and ☒ if the statement is wrong.

Unit 1
Unit 2
Unit 3

LITTLE RED RIDING HOOD

Once upon a time, there was a girl called Little Red Riding Hood. The girl walked through the woods to deliver food for her grandmother.

In the meantime, he went to the grandmother's house and gained entry by pretending to be the girl. He ate the grandmother and waited for the girl. He disguised as the grandmother. When the girl arrived, he ate the girl too.

A wolf wanted to eat her but was afraid to do so in public. The wolf approached the girl. She naively told

no name
Your score
80
GOOD JOB!
RESTART

VOLUME

2-Oct-2013 23:45:12
INTERACTIVE MULTIMEDIA
READING NARRATIVE for 8th grade
activity 10

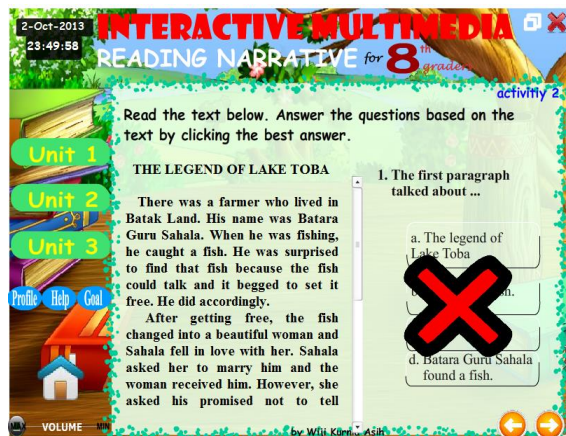
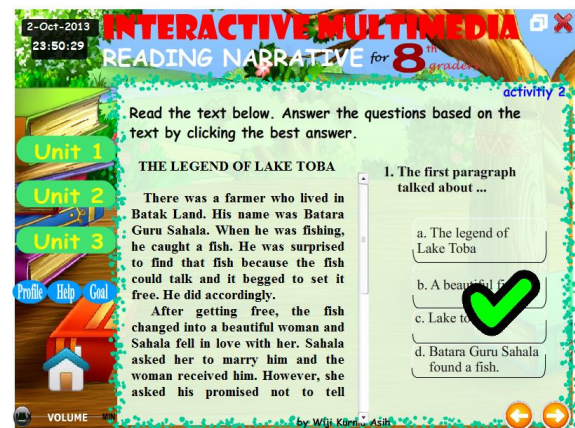
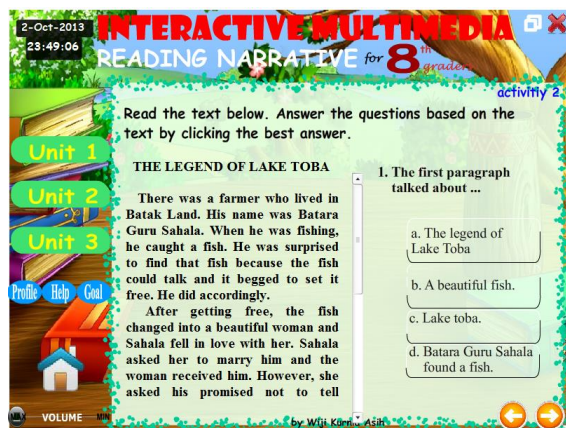
Click and drag the words in the right side to the blank space below their appropriate words. Click the speaker button to check the pronunciation.

Unit 1
Unit 2
Unit 3

unharmred hunter menyelamatkan
rescue wolf serigala
through wood muncul
emerge disguise menuju
tidak terluka
pemburu
hutan
menyammar

VOLUME

UNIT 2



2-Oct-2013 23:56:14

INTERACTIVE MULTIMEDIA

READING NARRATIVE for 8th grade

activity 4

Study the following explanations.

SIMPLE PAST TENSE

FORM: Regular and Irregular
Regular Form: V1+ed/d
e.g. Sahala asked her to marry him and the woman received him.
The fish changed into a beautiful woman
Irregular Form:
e.g. There was a farmer who lived in Batak Land.
(is = was)
Sahala fell in love with her. (fall = fell)

Unit 1
Unit 2
Unit 3

Profile Help Goal

VOLUME

By Wili Kamilia Asih

2-Oct-2013 23:56:53

INTERACTIVE MULTIMEDIA

READING NARRATIVE for 8th grade

activity 5

Match the following words with their past form. Drag and drop the word into their appropriate place.

REGULAR VERB		IRREGULAR VERB
change		knew
plant		went
agree		cut
pass		planted
pray		throw
		came
		threw
		go
		know
		cut
		prayed
		agreed
		changed

Unit 1
Unit 2
Unit 3

Profile Help Goal

VOLUME

By Wili Kamilia Asih

2-Oct-2013 23:57:26

INTERACTIVE MULTIMEDIA

READING NARRATIVE for 8th grade

activity 6

Choose the word in the left side and write down in the blank space. Click submit to check.

A CHOOSE THAT LAID GOLDEN EGGS

Long time ago a remote village, in central China inhabited mainly with farmers and hunters. One day, a poor farmer his entire livestock to flood. He hard to God for help or his family would die of starvation.

Few days later, an old man with long grey beard by his house took pity on him. He him a goose and said "I don't have any expensive thing to give you and hope this goose will help you to ease your hardship." is foolishness, it's already too late.

became
found
gave
lost
passed
prayed
was
were

Submit
Reset

Score 0/5

Unit 1
Unit 2
Unit 3

Profile Help Goal

VOLUME

By Wili Kamilia Asih

2-Oct-2013 23:58:19

INTERACTIVE MULTIMEDIA

READING NARRATIVE for 8th grade

activity 6

Choose the word in the left side and write down in the blank space. Click submit to check.

A CHOOSE THAT LAID GOLDEN EGGS

Long time ago a remote village, in central China was inhabited mainly with farmers and hunters. One day, a poor farmer his entire livestock to flood. He hard to God for help or his family would die of starvation.

Few days later, an old man with long grey beard by his house took pity on him. He him a goose and said "I don't have any expensive thing to give you and hope this goose will help you to ease your hardship." is foolishness, it's already too late.

became
found
gave
lost
passed
prayed
was
were

Submit
Reset

Score 1/5

Unit 1
Unit 2
Unit 3

Profile Help Goal

VOLUME

By Wili Kamilia Asih

2-Oct-2013 23:59:06

INTERACTIVE MULTIMEDIA

READING NARRATIVE for 8th grade

activity 7

Write down the past form of the verbs in the bracket.

- Once upon a time, near a jungle, lived a husband and a wife. They (are) diligent farmers.
- One night, while they were praying, a giant (pass) their house.
- Later, the giant (give) them a bunch of cucumber seeds.
- After it had ripe, the farmers picked and (cut) it.
- He was angry because he could not find "Timun Mas". He (run) after her.

Submit
Reset

Score 0/5

Unit 1
Unit 2
Unit 3

Profile Help Goal

VOLUME

By Wili Kamilia Asih

2-Oct-2013 23:59:53

INTERACTIVE MULTIMEDIA

READING NARRATIVE for 8th grade

activity 7

Write down the past form of the verbs in the bracket.

- Once upon a time, near a jungle, lived a husband and a wife. They (are) were diligent farmers.
- One night, while they were praying, a giant (pass) house.
- Later, the giant (give) on a bunch of cucumber seeds.
- After it had ripe, the farmers picked and (cut) it.
- He was angry because he could not find "Timun Mas". He (run) her.

Submit
Reset

Score 1/5

Unit 1
Unit 2
Unit 3

Profile Help Goal

VOLUME

By Wili Kamilia Asih

3-Oct-2013 00:02:00

INTERACTIVE MULTIMEDIA

READING NARRATIVE for 8th grade

activity 8


Read the text below and choose the correct answer from two available verbs!

Unit 1
Unit 2
Unit 3

Profile Help Goal

VOLUME

Jack-O'-Lantern



Once upon a time, there was a man named Jack. He was a drunkard and trickster. One day, he tricked Satan up a tree. He carved an image of a cross in the tree's trunk to trap the devil. Jack made a deal with the devil. If the devil would never tempt him again, he would promise to let him down the tree. After Jack died, he was forbidden to enter Heaven because of his wickedness. He was also forbidden to enter hell because he had tricked the devil. Instead, the devil gave him a single hot coal to light his way through the darkness. The coal was placed inside a hollowed-out turnip to keep it glowing longer.

3-Oct-2013 00:02:26

INTERACTIVE MULTIMEDIA

READING NARRATIVE for 8th grade

activity 9

Drag and drop the word in the left side to the blank space in front of their appropriate word.

Unit 1
Unit 2
Unit 3

Profile Help Goal

VOLUME

carve (verb)		kelicikan
cross (verb)		labu
hollow-out (verb)		memahat
temp (verb)		salib
coal (noun)		menggoda
drunkard (noun)		penipu
pumpkins (noun)		melubangi
trickster (noun)		lobak
turnip (noun)		batu bara
wickedness (noun)		pemabuk

3-Oct-2013 00:03:05

INTERACTIVE MULTIMEDIA

READING NARRATIVE for 8th grade

activity 10

Based on the previous text, answer the following questions.

Unit 1
Unit 2
Unit 3

Profile Help Goal

VOLUME

Type your name in the box then click START button

START

3-Oct-2013 00:03:26

INTERACTIVE MULTIMEDIA

READING NARRATIVE for 8th grade

activity 10

Based on the previous text, answer the following questions.

Unit 1
Unit 2
Unit 3

Profile Help Goal

VOLUME

1. The Jack-O'-Lantern comes from an Indian folklore.

✓ ✗

3-Oct-2013 00:04:04

INTERACTIVE MULTIMEDIA

READING NARRATIVE for 8th grade

activity 10

Based on the previous text, answer the following questions.

Unit 1
Unit 2
Unit 3

Profile Help Goal

VOLUME

YOUR NAME

Your Score

80

RESTART

UNIT 3

26-Jun-2013 23:14:12

INTERACTIVE MULTIMEDIA

READING NARRATIVE for 8th grade

Unit 1
Unit 2
Unit 3

Unit 3

TRICK OR TRICKED?

activity 1 activity 6
activity 2 activity 7
activity 3 activity 8
activity 4 activity 9
activity 5 activity 10

VOLUME

by Wili Kurni Asti

3-Oct-2013 00:08:27

INTERACTIVE MULTIMEDIA

READING NARRATIVE for 8th grade

Unit 1
Unit 2
Unit 3

activity 1

Answer the following questions.

1. Do you know the story of "Tom and Jerry"?

2. They always have a lot of trick to attack one another. Did you do the same with your friend?

3. Usually the trick they made will attack them self. Does it happen to you?

4. Do you usually trick or get tricked?

VOLUME

by Wili Kurni Asti

3-Oct-2013 00:09:08

INTERACTIVE MULTIMEDIA

READING NARRATIVE for 8th grade

Unit 1
Unit 2
Unit 3

activity 2

Read the text below.

Tiger and Fox

One day a tiger saw a fox walking alone. Then, he intended to attack the fox. When Tiger jumped on Fox, Fox cried out, "How dare you attack the king of the jungle?" Tiger looked at him in amazement. "Nonsense! You are not King!" "Certainly I am," replied the Fox. "All the animals run from me in terror! If you want proof, come with me." Fox went into the

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3-Oct-2013 00:09:38

INTERACTIVE MULTIMEDIA

READING NARRATIVE for 8th grade

Unit 1
Unit 2
Unit 3

activity 3

Drag and drop the words in the right side to the blank space in front of the appropriate word.

Words	Synonym
bow verb /bao/	exactly
attack verb /ətæk/	bend the head
flee verb /fli:/	violent action
certainly adv /sɜːtə n.li/	hurt
terror noun /ter.ə r /	run away

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3-Oct-2013 00:10:02

INTERACTIVE MULTIMEDIA

READING NARRATIVE for 8th grade

Unit 1
Unit 2
Unit 3

activity 4

Based on the previous text, answer these following questions. Click on the right answer.

1. Why did the tiger not attack the fox?

- The tiger was afraid of fox.
- The fox attacked the tiger.
- The fox was the king of jungle.
- The tiger was the king of jungle.

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3-Oct-2013 00:10:44

INTERACTIVE MULTIMEDIA

READING NARRATIVE for 8th grade

Unit 1
Unit 2
Unit 3

activity 4

Based on the previous text, answer these following questions. Click on the right answer.

1. Why did the tiger not attack the fox?

- The tiger was afraid of fox.
- The fox attacked the tiger.
- The fox was the king of jungle.
- The tiger was the king of jungle.

VOLUME

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3-Oct-2013 00:11:14 **INTERACTIVE MULTIMEDIA** 
READING NARRATIVE for 8th grade activity 4

Based on the previous text, answer these following questions. Click on the right answer.

Unit 1
Unit 2
Unit 3


1. Why did the tiger not attack the fox?

a. The tiger was afraid of fox.
b. The fox attacked the tiger.
c. The fox was not in the jungle.
d. The tiger was the king of jungle.

Profile Help Cool

VOLUME

by Wili Kurnia Asih

3-Oct-2013 00:12:42 **INTERACTIVE MULTIMEDIA** 
READING NARRATIVE for 8th grade activity 5

Study the following explanation.

PRONOUNS

A pronoun is a word used instead of a noun.
There are six kinds of commonly used pronouns:


1. Personal Pronouns: Personal Pronouns are used as substitutes for proper or common nouns.
Examples : I, he, she, mine, his, her, they, their
2. Demonstrative Pronouns: Demonstrative Pronouns are used to point out objects
Examples: this, that, these, those

Unit 1
Unit 2
Unit 3

Profile Help Cool

VOLUME

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3-Oct-2013 00:13:28 **INTERACTIVE MULTIMEDIA** 
READING NARRATIVE for 8th grade activity 6

Answer the questions by clicking the best answer.

Unit 1
Unit 2
Unit 3


1. My friend and ... are talking about a movie.

a. I
b. me

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3-Oct-2013 00:14:01 **INTERACTIVE MULTIMEDIA** 
READING NARRATIVE for 8th grade activity 6

Answer the questions by clicking the best answer.

Unit 1
Unit 2
Unit 3


1. My friend and ... are talking about a movie.

a. I

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3-Oct-2013 00:14:29 **INTERACTIVE MULTIMEDIA** 
READING NARRATIVE for 8th grade activity 6

Answer the questions by clicking the best answer.

Unit 1
Unit 2
Unit 3


1. My friend and ... are talking about a movie.

a. I
b. me

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3-Oct-2013 00:14:58 **INTERACTIVE MULTIMEDIA** 
READING NARRATIVE for 8th grade activity 7

Read the text and pay attention to the pronouns.

A Stupid Man and His Cows

One day, a stupid man went to market. He bought six cows. After that, he rode one cow home and made the others walk in front of him. On the way, he counted them, but he could only see five cows. He counted them again and again. He was certain that he had lost one. He was afraid that he would be scolded by his wife.

His wife was waiting for him in front of their

Unit 1
Unit 2
Unit 3

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27-Jun-2013 01:39:40

INTERACTIVE MULTIMEDIA

READING NARRATIVE for 8th grade

activity 8

Based on the text before, answer the following question of pronoun by choosing the answer in the right side. just write down the number of the answer.

Unit 1

Unit 2

Unit 3

- The word "the others" in the line 2 refers to
- The words "him" in the line 2 refers to
- The words "his" in the line 5 refers to
- The words "their" in the line 6 refers to
- The words "she" in the line 11 refers to

a. the stupid man

b. the stupid man

c. the cows

d. the stupid man's wife

e. the stupid man and his wife

Score 0/5

Submit Reset

VOLUME

by Wili Kurnia Asih

27-Jun-2013 01:40:20

INTERACTIVE MULTIMEDIA

READING NARRATIVE for 8th grade

activity 8

Based on the text before, answer the following question of pronoun by choosing the answer in the right side. just write down the number of the answer.

Unit 1

Unit 2

Unit 3

- The word "the others" in the line 2 refers to ☒
- The words "him" in the line 2 refers to ☒
- The words "his" in the line 5 refers to ☒
- The words "their" in the line 6 refers to ☒
- The words "she" in the line 11 refers to ☒

a. the stupid man

b. the stupid man

c. the cows

d. the stupid man's wife

e. the stupid man and his wife

Score 1/5

Submit Reset

VOLUME

by Wili Kurnia Asih

27-Jun-2013 01:40:36

INTERACTIVE MULTIMEDIA

READING NARRATIVE for 8th grade

activity 9

Read the text below and pay attention to the pronoun!

Unit 1

Unit 2

Unit 3

The Bear and Rabbit

Once upon a time, there lived a bear and a rabbit. The rabbit is a good shot. In contrary, the bear is always clumsy and could not use the arrow.

One day, the bear called over the rabbit and asked the rabbit to take his bow and arrows. The rabbit was fearing to arouse the bear's anger so he could not refuse it. He went with the bear and shot enough buffalo to satisfy the hungry family. Indeed he shot and killed so many that there were lots of meats left after.

However, the bear did not want the rabbit to get any of

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27-Jun-2013 01:40:52

INTERACTIVE MULTIMEDIA

READING NARRATIVE for 8th grade

activity 9

Type your name in the box then click START button

START

VOLUME

by Wili Kurnia Asih

3-Oct-2013 00:16:15

INTERACTIVE MULTIMEDIA

READING NARRATIVE for 8th grade

activity 10

Answer the question based on the previous text.

Unit 1

Unit 2

Unit 3

- The word "him" in line 6 refers to ...

a. the bear

b. the rabbit

c. the youngest bear

d. the bear mother

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3-Oct-2013 00:16:15

INTERACTIVE MULTIMEDIA

READING NARRATIVE for 8th grade

activity 10

Answer the question based on the previous text.

YOUR NAME

Your Score

80

PLEASE TRY AGAIN!

RESTART

VOLUME

by Wili Kurnia Asih

APPENDIX G

-Validation Letters-

SURAT REKOMENDASI VALIDASI

Yang bertanda tangan di bawah ini:

Nama : Upi Riantika, S.Kom.

Pendidikan terakhir : Teknik Informatika UNS

Bidang Keahlian : Media expert

Menyatakan bahwa *Interactive Learning Multimedia to teach Reading Narrative Texts for the 8th Grade Students of SMPN 1 Puring* dari mahasiswa:

Nama : Wiji Kurnia Asih

NIM : 08202241068

~~Belum layak/layak/layak~~ dengan syarat* menambahkan saran berikut:

1. Audio di Unit 3 kurang sesuai.
2. Masih ada beberapa audio yang kurang.
3. Gambar sebaiknya ditempelkan pada tiap teks.
- 4.

Demikian surat rekomendasi ini kami buat untuk digunakan seperlunya.

Evaluator/Validator



Upi Riantika, S.Kom.

SURAT REKOMENDASI VALIDASI

Yang bertanda tangan di bawah ini:

Nama : Ella Wulandari, M.A.

Jabatan : Dosen Pendidikan Bahasa Inggris UNY

Bidang Keahlian : Material expert

Menyatakan bahwa *Interactive Learning Multimedia to teach Reading Narrative Texts for the 8th Grade Students of SMPN 1 Puring* dari mahasiswa:

Nama : Wiji Kurnia Asih

NIM : 08202241068

~~Belum layak/layak/layak~~ dengan syarat* menambahkan saran berikut:

1. Beberapa instruksi masih kurang sesuai untuk ditempatkan di media.....
2. Tidak ditemukan jenis pertanyaan tentang Main Idea.....
-
-
-
-
-

Demikian surat rekomendasi ini kami buat untuk digunakan seperlunya.

Evaluator/Validator



Ella Wulandari, M.A.